

**The Effects of a Brief In-service Course on
Teacher's Skill in Building Cooperation
in Three to Five Year Old Children.**

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Abstract

Research has demonstrated that young children with problem behaviours are at risk of developing anti-social attitudes and behaviours that will follow them throughout their schooling and into their adult years. Effective intervention can alter this developmental trajectory. This needs to include the involvement of early childhood teachers because even early childhood teachers report that children's inappropriate behaviours are one of the major challenges they face in the classroom. However, many early childhood teachers are unaware of the evidence-based practices that have the potential to decrease problem behaviour. The aim of this study was to uncover the current behaviour management strategies used by teachers at a preschool and to examine the effects of training early childhood teachers in the effective use positive teaching strategies to increase appropriate behaviour and decrease inappropriate behaviour in three and a half to five year old children. A variety of methodologies were employed in this study including direct observations, use of the Canterbury Social Development Scale and reflective teacher questionnaires. The study found that teachers' initial understandings of simple strategies such as contingent praise and attention were limited and that they would benefit from an in-service training programme. After implementing the training it was found that all teachers increased their ordinary and descriptive praise statements and they increased in their contingent responses following requests. These changes were maintained above Baseline levels for all teachers. The number of discouragements remained consistent across all phases. An increase in teacher praise was accompanied by an increase in appropriate child behaviour and a decrease in inappropriate child behaviour. Though this study was successful in changing both teacher and child behaviour it also raised a number of important implications, including issues of the maintenance of behaviour change and the importance of feedback and the use of one-on-one

coaching when conducting professional development in behaviour management at the preschool level.

Chapter 1

Introduction and Literature Review

Early childhood education in New Zealand has experienced a substantial rise in attendance since 2004, as well as a rise in the number of hours that children participate (Ministry of Education, 2013). With this rise there is a growing concern regarding the number of young children who are entering the New Zealand early childhood education system but who lack the social and behavioural skills required for successful learning. Considering the rise in attendance, the role of the early childhood teacher in assisting children to develop social, emotional and academic competence is a task that is of even greater importance. The interactions between the child and their teachers are an essential part of child development and have the potential to influence social, behavioural and academic outcomes (Vo, Sutherland & Conroy, 2012). Therefore it is essential that, during these early years, children who display difficult behaviours receive effective guidance in order for them to develop competence in both their academic and social abilities. The New Zealand Early Childhood Curriculum, Te Whāriki, He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa (Ministry of Education, 1996) indicates that teachers need to develop a responsive, stable and safe environment that empowers children to develop self-control and self-esteem.

It is well documented that young children with behavioural problems are at risk of developing anti-social behavioural patterns that can follow them throughout their schooling and into their adult years (Walker et al., 1996; Webster-Stratton & Reid, 2004; Snyder et al., 2011). Children who enter school with poor social skills and behavioural problems are also at risk of lower academic achievement (Bub, McCartney & Willett, 2007). Furthermore, children with behavioural problems are also at risk of experiencing peer rejection and teacher rejection thus limiting the number opportunities for learning appropriate behaviour

(Stormont, Lewis & Beckner, 2005). Children with behavioural problems are also at risk of developing disorders such as anti-social behaviour disorders, mood disorders, anxiety disorders and substance abuse during adulthood (Reef, Diamantopoulou, Van Meurs, Verhulst & Van der Ende, 2009). In a longitudinal study by Reef et al. (2010), a general-population sample of 2,600 children aged 4 to 16 were followed from the years 1983 through to 2007 via parental and personal interviews. The study found that children who displayed externalising behaviour problems in their early years were at risk of developing both externalising and internalising disorders in adulthood. Externalising behaviour in childhood included aggression, opposition, property violation and status violations. These behaviour problems were linked with disruptive behaviours, conduct, mood and anxiety disorders and substance abuse in adulthood. However, with effective early intervention the developmental trajectory of a child experiencing behavioural problems has the potential to take a more positive route, and issues surrounding academics, social adjustment and future offending can be avoided (Tyler-Merrick & Church, 2012).

Estimates of prevalence in behaviour problems vary internationally. In a review conducted by Qi and Kaiser (2003) the prevalence of preschool children with externalising behaviour disorders ranged from 16% to 30%, and internalising disorders ranged from 7% to 31%. Externalising behaviour in childhood included aggression, opposition, property violation and status violations. These behaviour problems were linked with disruptive behaviours, conduct, mood and anxiety disorders and substance abuse in adulthood. Studies in New Zealand have revealed that the prevalence of behaviour problems in primary school aged children education is approximately 5% (Church, 1996; Bretherton, 1997).

This study adopts an ecological approach, recognising that the guidance of children's behaviour is multifaceted given the complexities in the relationships between the child, their teachers, their parents and the variability in early childhood classrooms. As

highlighted by Bronfenbrenner (cited in O’Conner, Dearing & Collins, 2010), an ecological approach views the child developing within a series of nested social systems. Throughout this study this ecological framework has influenced the type of interventions chosen for implementation and development of the actual research. The ecological approach has proven to be effective in behaviour management programmes that enhance childrens’ social, emotional and academic development (Fox, Dunlap & Powell, 2002) and plays a significant role in the New Zealand Early Childhood Curriculum, Te Whāriki (Ministry of Education, 1996).

Understanding Behaviour Difficulties in the Early Years

Understanding what constitutes problematic behaviour in the early years can be complicated due to the inconsistency in terminology. The terminology used for children experiencing behaviour difficulties varies depending on the domain in which it is being used. As highlighted by Church, Tyler-Merrick & Hayward (2006), within the education domain children may be referred to as experiencing behavioural difficulties, behavioural problems, behavioural disorders or challenging behaviour. They continue by highlighting diagnostic terms commonly used in psychology or psychiatry when referring to children with behaviour problems. These include Disruptive Behaviour Disorder, Oppositional Defiance Disorder (ODD), Conduct Disorder and Attention-Deficit/Hyperactivity Disorder (ADHD). Views as to what constitutes challenging behaviour also vary. For example, from a developmental perspective, problem behaviour may be viewed as a stage the child needs to progress through (Berk, 2009). From a psychological perspective challenging behaviour may be seen as a disorder or syndrome which needs to be treated.

Risk Factors and the Needs of Children with Behavioural Difficulties

Some behaviour problems are temporary in nature and some are more persistent. Behavioural problems in early childhood often signal an inability to control positive and negative emotions. As children mature, the ability to self-regulate improves (Brietenstein, Hill & Gross, 2009). Papatheodorou (2005) observes that behavioural problems are often linked to developmental stages in the child. In some cases these issues may be resolved as the child matures. Identifying children with persistent behavioural problems in the early years can also be difficult given that misbehaviour may be due to children's misunderstandings of what is socially acceptable or expected. Papatheodorou continues by suggesting that any behaviour that has an adverse effect on the child's learning or well-being, or other children's well-being and the educational environment, needs to receive attention if future problems are to be avoided. This is because children who exhibit behavioural difficulties in early childhood are at risk of continuing with these behaviours into the later years (Fox et al., 2002; Vo, Sutherland & Conroy, 2012).

For a variety of reasons some children find it difficult to self-regulate and require further assistance. Deater-Deckard, Dodge, Bates and Petit (1998) identified four domains of risk factors in the development of behaviour problems. Firstly, child risk factors can potentially lead to behavioural problems, these include child temperament, medical problems and genetic factors. Secondly, sociocultural risk factors may contribute to the development of behaviour problems, these include such factors such as poverty, adverse family structural characteristics, stressful life events, parental stress and social isolation. Parenting and caregiving factors make up the third domain. These risk factors include conflict and violence within and outside the home, parental attitudes towards behaviour guidance and the use of non-parental childcare (e.g. the influence of early childhood teachers). The fourth domain is peer experiences, with peer relationships and peer rejection potentially influencing the

development of behaviour problems. To understand children with behaviour problems it is imperative that these contributing risk factors are recognised, especially the individual, socio demographic and psychosocial risk factors (Weitzman, Edmonds, Davagnino & Briggs-Gowan, 2013). As the number of these risk factors increase, the likelihood of children developing behavioural problems escalates. It is critical therefore that an intervention designed to reduce behaviour problems operates in all settings in which the child is involved.

It is critical that children with behaviour problems in early childhood receive effective early intervention to improve their outcomes on the developmental trajectory. Early intervention and identification offer a number of benefits in the treatment of children with behaviour problems. First, children may be more responsive to an intervention earlier in life compared to the later stages when behavioural patterns are more fixed (Breitenstein et al., 2009). Secondly, the chances for long-term maintenance of social and behavioural skills in children are greater if an intervention occurs early on in life (Morrison, Macdonald & LeBlanc, 2000). Thirdly, the personal costs to children and their families and the financial costs to health, education and social systems are less with early intervention (Morrison et al., 2000).

It is also important to take into account the developmental and individual needs of each child when developing behavioural interventions. Children's behavioural problems do not occur in isolation. They are influenced by interrelationships and interactions with the environment, and these relationships need to be considered when responding to the child's behaviour struggles (Papatheodorou, 2005). Early intervention needs to include stimulating, positive and supportive home and school environments which focus on the development of relationships, language development, and the enhancement of social skills (Qi & Kaiser, 2003).

The Need for Early Childhood Teacher Professional Development in Behaviour Management Strategies

Early childhood teachers report that children's inappropriate behaviours are one of the major challenges they face in the classroom (Carter & Van Norman, 2010; Reinke, Herman & Stormont, 2012). Teachers have also indicated they feel inadequately trained in behaviour management (Jones, 2012; Tillery, Varjas, Meyers & Collins, 2010; Woodcock and Reupert, 2012). These reports suggest that initial teacher training does not always equip teachers with the skills necessary to manage problematic behaviours, and that there remains need for professional development in effective behaviour management. There are also suggestions that teachers may be unaware of evidence-based practices which have the potential to assist both their own reaction to challenging behaviours and to decrease problematic behaviour in children (Stormont, Reinke & Herman, 2011).

Unless teachers have access to adequate training and support in effective behavioural interventions, there is a high risk that children with behavioural problems will receive less educational instruction and fewer instances of positive feedback (LeBel & Chafouleas, 2010). The child's view of school may then take a more negative form with the potential to diminish their intrinsic motivation to learn (Raver & Knitzer, 2002). The inclusion of children with behavioural problems is also at risk if teachers feel unprepared or inexperienced in effective behaviour management strategies (Allday, Hinkson-Lee, Hudson, Neilson-Gatti, Kleinke & Russel, 2012).

Researchers also suggest that early childhood teachers have a tendency to respond negatively to children with behaviour problems and that this in turn affects teacher/child interactions (Conroy, Sutherland, Vo, Carr & Ogston, 2013). Fewer instances of positive interactions with children who have behaviour problems is detrimental to their educational

and social outcomes, with fewer opportunities for essential learning engagements (Fullerton, Conroy & Correa, 2009).

The teacher-child relationship has the potential to either enhance developmental outcomes or to be detrimental to a child's educational and social development (Dobbs & Arnold, 2009). With high quality relationships, which involve elevated levels of closeness and a lower degree of conflict, children's acquisition of self-regulatory and social skills is heightened. However, low quality teacher-child relationships, which involve low quantities of closeness and high levels of conflict, contribute to externalising and internalising behaviour problems, causing teachers to concentrate more on controlling the child's behaviour. This in turn limits teachers' abilities to create a supportive learning environment (O'Conner et al., 2010). For the child with behaviour problems, having the chance to develop a relationship with emotionally supportive teachers lowers the risk of the child continuing with conflictual teacher-child relationships and heightens the levels of closeness (Buyse, Verschueren, Doumen, Van Damme & Maes, 2008). Similarly, Zhang & Sun (2011) report that reciprocal relationships which consist of high teacher-child conflict during the child's early years resulted in high levels of teacher-child conflict further along the child's developmental trajectory. Research has also shown that the teacher-child relationship in the early years is just as important as the mother-child relationship (O'Conner, Collins & Supplee, 2011). With unfavourable teacher-child relationships children's psychosocial functioning can be severely impacted.

Within the New Zealand Early Childhood Curriculum, Te Whāriki, it is clearly stated that teachers need to ensure that the emotional well-being of the children that they teach is nurtured (Ministry of Education, 1996). It states that children need to develop an ability to identify their own emotional responses and those of others, develop a capacity to pay attention, maintain concentration and be involved. It also states that that children will

develop confidence in their ability to express their emotional needs and trust that their emotional needs will be met. Children should also be encouraged to develop a sense of personal worth with the knowledge that this does not depend on their behaviour or ability. The curriculum also highlights the need for children to have a knowledge of the limits and boundaries of acceptable behaviour. In implementing these components of the curriculum it is essential that teachers have a strong repertoire of evidence based behaviour management techniques and skills in relationship development. These techniques need to focus on building teacher- child- family/whānau relationships for children to confidently express their emotional needs, establishing positive behaviour management strategies so children understand their strengths as they develop their self-worth and setting clear limits in order for children to understand teacher expectations.

The New Zealand Context for Teacher Professional Development

Government policy and initiatives have heavily influenced professional development for early childhood teachers in New Zealand over the past 20 years. Curriculum development, initiated by the Ministry of Education in the 1990s, saw the emergence of a range of newly established policy and guidelines. This included the following documents; The New Zealand Early Childhood Curriculum, Te Whāriki (Ministry of Education, 1996), Quality in Action (Ministry of Education, 1998), The Education (Early Childhood Services) Regulations (New Zealand Government, 2008), Ngā arohaehae whai hua- Self-review Guidelines for Early Childhood (Ministry of Education, 2007) and Licensing Criteria for Early Childhood Education (Ministry of Education, 2008). Within these documents, strategies and guidelines in how to enhance children's learning, both in social and academic contexts, are outlined. However, with the emergence of the earlier documents there was concern over the number of qualified early childhood teachers in New Zealand early childhood education sector. McLachlan, (2011), reports that the perception that teachers lacked theoretical and

professional knowledge lead to an increase in government funded professional development initiatives, including funding for professional development for teachers undergoing the registration process. Provisionally registered teachers were able to use these allocated funds to access professional development that would enhance their teaching abilities, in consultation with their professional leader. Unfortunately, with the 2009 change in government this allocation of funds to professional development has been eliminated, and access to professional development is funded by the centres, by the teachers themselves, or via Ministry funded programmes. Recent professional development in early childhood education has taken a more targeted approach, focusing on low socio-economic communities and communities with high Māori and Pacific populations, as well as Ministry funded Continuing Professional Development programmes (CPDs). CPD programmes are now a major component of teacher professional development in New Zealand, however participation in these programmes for early childhood teachers is constrained by a number of barriers. These include the unavailability of qualified teachers to release qualified teachers, the inability to involve the whole teaching team, the scheduling of unsuitable times, and staff workloads (Cherrington & Thornton, 2013).

Though the Ministry of Education does provide assistance in the form of government funded early intervention professionals to assist children who are at risk or have disabilities, the eligibility criteria require children to be on the severe end of the scale. Children who have behavioural difficulties, but who do not meet the criteria, often fail to receive optimal educational care. Especially in cases where teachers have only a limited knowledge of the strategies which are most effective in encouraging cooperative behaviour in children with challenging behaviours.

Effective Behaviour Management Training Programmes for Teachers

International research has provided professionals with a variety of effective behaviour management interventions. Many of the interventions have focused on the effective training of teachers in positive behaviour management strategies, with an emphasis on recognising children's strengths, using positive proactive strategies to prevent problem behaviour in children and developing relationships with families.

One such intervention is The *Best in Class* programme (Vo et al., 2012) which has produced some promising results. The pilot study was a collaborative effort between teachers, school psychologists, administrators and university researchers. The instructional themes selected for the training programme included: (a) Basics of Behaviour and Development, (b) Rules, Expectations, and Routines, (c) Behaviour Specific Praise, (d) Pre-correction and Active Supervision, (e) Opportunities to Respond and Instructional Pacing, (f) Teacher Feedback, (g) Home-School Communication, and (h) Linking and Mastery. The intervention also emphasised developing proactive and positive home-school connections. The preliminary evaluation found there was an increase in teacher implementation of the strategies taught and, as a result, there were changes in the social, behavioural and developmental skills of the target children.

The *First Steps to Success* programme offers a set of evidence based techniques in behaviour management. The intervention which occurs over three months, consists of three components: universal screening, classroom intervention and parent training (Walker et al., 2009). Throughout this intervention a behavioural specialist works alongside children, families, teachers and peers in establishing effective strategies applicable to their role. Strategies include praising and rewarding appropriate child behaviour, including the involvement of peers in the praise. Education which aims to help parents to assist their

children to develop essential social skills is offered through a parent training programme. The data in Walker et al.(2009) showed that the *First Steps to Success* programme produced moderate to strong effects in behaviour change in the target children, while demonstrating the programme to be both acceptable and effective with a variety of students, their families and their teachers.

The *Response to Intervention* (RTI) model is a three tiered model which concentrates on evidence based strategies, with continual assessment to ascertain if the strategies are resulting in improvement (Bayat, Mides & Covitt, 2010). Tier 1 involves the screening for social-emotional problems in children, while establishing a learning environment which promotes communication, praise for appropriate behaviour, teaching strategies which encourage self-regulation, and collaboration with the child's immediate community (e.g. teachers, parents, school administrators). Tier 2 consists of targeted strategies for children at risk of developing more serious behavioural problems, while Tier 3 strategies provide individualised behavioural interventions for children with established behaviour problems.

Positive Behaviour Support (PBS) is a highly developed RTI model, with on-going functional behavioural assessment being at the core of individual PBS interventions. This model allows for teacher reflection on how their practice is affecting children, making changes as necessary. PBS is a system-wide ecological approach involving the child, the school, the teachers, families and professionals (Benedict, Horner & Squire, 2007). Studies of PBS have produced promising reductions in problematic behaviour (Carter & Van Norman, 2010; Duda, Dunlop, Fox, Lentini & Clarke, 2004). In a PBS study conducted by Feil, Walker, Severson, Golly, Seeley and Small (2009), positive changes were observed in teacher behaviour which in turn lead to positive changes in child behaviour. PBS works on developing a set of core behavioural expectations with children and this is combined with

teacher and parent recognition and reinforcement. The ultimate goal of PBS is to create a positive learning environment for all.

The use of Positive Reinforcement as a Behavioural Intervention in Preschools

A common thread in the current research on behavioural interventions is the use of praise as a form of reinforcement for appropriate behaviour. Church (2003), argues that in order to achieve a change from high ratios of inappropriate behaviour to high rates of appropriate behaviour the consequences for both appropriate and inappropriate behaviour have to change. One way of addressing this is to switch adult attention from inappropriate to appropriate behaviour, for example, by greatly increasing the rate of praise for appropriate behaviour.

Descriptive praise, also referred to in literature as specific praise (Webster-Stratton, 1999) or behaviour-specific praise (Allday et al., 2012), has shown to be effective in increasing appropriate behaviour. Descriptive praise involves the use of praise statements that refers explicitly to the behaviour being praised. For example a descriptive praise statement may take the following form *“Thank you so much for helping pack away the blocks, you did this so quickly.”* (This contrasts with praise that does not describe the desired behaviour such as “good work” or “well done.”) The use of descriptive praise allows the child to understand that the behaviour is expected and the behaviour is valued, thus motivating them to engage in the same behaviour in the future.

The use of contingent praise statements has been found to be effective in encouraging cooperative behaviour in children in many studies (e.g. Fullerton et al., 2009). Additionally, teachers who provide high levels of praise are more likely to produce students with increased levels of social competence and emotional self-regulation and lower levels of

inappropriate behaviours (Webster-Stratton, Reid & Stoolmiller, 2008). Contingent praise has also been shown to increase intrinsic motivation in children (Henderlong & Lepper, 2002).

Allday et al. (2012) examined the effects of a simple teacher training programme designed to increase the rate of behaviour specific praise (BSP) delivered by teachers. They found the rate of BSP increased for all participating teachers and this in turn resulted in an increase in on-task behaviours in the target children. Another study conducted by Fullerton et al. (2009) produced similar results. The study involved four early childhood teachers in four different settings and four target children. All four teachers increased their rate of specific praise statements following the training. With the rise in specific praise statements there was an increase in children's compliance and engagement.

In a review of studies that focused on praise as a form of reward Owen, Slep and Heyman (2012) observed a number of patterns emerging from the studies. They concluded that praise is only effective when combined with a natural reinforcer and that praise needs to be coupled with positive attention to be effective in increasing compliance. They argue that training parents in the use of praise has the potential to improve elements in positive parent-child relationships, such as reciprocal responsiveness, warmth and positive family environments. This review highlights the importance of establishing positive teacher-child and parent-child relationships in enhancing children's pro-social development.

Incredible Years Teacher Training

The *Incredible Years Teacher Training Programme*, often referred to as IY Teacher Training, is a professional development course which is pertinent to this present study. IY Teacher Training is accompanied by a textbook *How to Promote Children's Social and Emotional Competence* (Webster-Stratton, 1999). This describes a variety of teaching strategies. These include the development of positive relationships with both children and

their parents, proactive teaching, ways to promote positive behaviour through positive attention and praise, ways to motivate students, how to manage misbehaviour (including natural/logical consequences and time-out) and how to teach children skills in self-regulation, problem solving and the development of social skills. The IY Teacher Training programme involves total of six, 7-hour sessions, over a period of 6 months, with a follow up session 3 months after course completion

The programme follows a hierarchical format where teachers are taught to place emphasis on children's positive attributes more so than the use of discipline strategies. The programme emphasises the fact that an increase in attention to positive behaviours has the effect of reducing challenging behaviour. The IY teacher training programme educates teachers in behaviour management strategies which encourage children's social, emotional and academic competence. The programme is based on the philosophy that, in order for a classroom environment to be effective in the development of children's social, emotional and academic competence, there need to be positive relationships between the teacher, the child and the child's parents. The programme also states that teachers need to utilise a proactive teaching approach before implementing disciplinary procedures in the classroom, that is, teachers and parents need to focus more frequently on positive behaviours than on inappropriate behaviours (Webster-Stratton, 2012). Studies of the IY teacher training programme have shown that this type of group teacher training is effective in improving teachers' perceptions of positive classroom management strategies (Carlson, Tiet, Bender & Benson, 2011), and that teachers who implement positive classroom management strategies have students who are more socially and emotionally regulated with fewer conduct problems than those who do not implement these strategies (Webster-Stratton et al., 2008).

A number of trials have examined the effectiveness of the IY teacher training programmes. The first trial conducted by Webster-Stratton, Reid and Hammond (2001),

involving 272 families and 37 teachers and teaching assistants, produced promising results in reducing childhood conduct problems. The study found that teachers in the experimental classrooms demonstrated improvements in classroom management after participation in a 6-day training series, held once a month. This included an increase in teacher praise and a decrease in harsh teacher techniques. In turn, children in the intervention group showed lower rates of conduct problems, with 80% of the children originally classified as high-risk during baseline re-classed as low risk at the 1-year-follow-up.

A second trial conducted by Webster-Stratton, Reid and Hammond (2004) involved an investigation into five combinations of the IY Parent, Teacher and Child Training programmes, with three of the combinations involving the IY Teacher Training Programme. A total of 72 teachers were involved in this study, with approximately 150 families and their children (who had been diagnosed with ODD). Once again the treatment conditions involving the teacher training clearly demonstrated a change in teacher behaviour, with an increase in classroom management skills, including positive behaviour management strategies. Secondly in all treatment conditions children demonstrated a decrease in conduct problems at home, at school and with their peers.

In another study conducted in 120 Head Start classrooms and 14 elementary schools, involving 153 teachers and 1,768 children, IY Teacher Training produced an improvement in teacher and child behaviour (Webster-Stratton et al., 2008). After four days (28 hours) of training held once a month, over four months, teachers demonstrated a significant improvement in classroom management style. Teachers in the intervention group used more specific teaching strategies which focused on increasing the social and emotional skills of the children. The study also found an increase in school readiness and a reduction in conduct problems in children with behaviour problems. Children who demonstrated the highest rates of conduct problems and lowest rates of school readiness showed the greatest improvement.

New Zealand Research

Langley (1997) worked with groups of New Zealand Kindergarten teachers who participated in a professional development course aimed to equip them with behaviour management strategies which were designed to enhance the development of particular children with behaviour problems. Each of the four experiments involved three teachers and recorded the changes in the behaviour of both the teachers and the target children. The training programmes ran over approximately six sessions, held over a period of three weeks for a duration of 90 to 120 minutes. The programmes focused on training teachers to recognise and respond to appropriate child behaviour, while using appropriate behaviour management strategies when responding to inappropriate behaviour. The programmes also aimed to change the type of instructions being used by the teachers and to reduce the need for physical interventions. Teacher training involved prompting, practice and feedback. Prompting, or explanations were given during training, alongside knowledge acquisition. Teachers were assigned tasks both during the workshops, as well as in the classroom, to enable them to practice the skills taught during training. Daily feedback was given during 'real' teaching time. At times this was coupled with tangible reinforcement when teachers had reached a specific level of performance. Langley (1997) found all teachers were able to establish and use the behaviour management strategies taught during training, with greater improvement occurring in teachers who received daily feedback. The use of self-monitoring skills may also have contributed to the maintenance of this change. Due to the change in teacher behaviour there was also a change in child behaviour, with target children establishing newly learned social skills such as turn taking, playing with others, staying on task and following instructions.

A second study of the effects of teacher behaviour on child behaviour, within the New Zealand preschool setting, is a Master's thesis study by Giller (2011). This thesis

explored the use of differential attention as a behaviour management strategy to be used within New Zealand early childhood education settings. It aimed to evaluate the effectiveness of this strategy in fostering pro-social behaviour in children experiencing behaviour difficulties. It also aimed to ascertain the proficiency of Early Childhood teachers in implementing differential attention during mat times and during times of eating. This study involved four separate experiments, conducted at four Mid-Canterbury preschools, with a total of seven child participants and 41 teachers across all four preschools. The study found that when teacher attention shifted to praising appropriate behaviour the frequency of appropriate child behaviour increased. However, the target children's behaviour only changed when the teacher's behaviour changed and the maintenance of behaviour change in the children only occurred when the teachers maintained their behaviour changes.

The training programme implemented by Gilller involved giving a hand-out to all participating teachers explaining differential attention. It stated that differential attention required teachers to give attention and praise to children when they were behaving appropriately, while ignoring the inappropriate behaviour. This was followed by a meeting with all participating teachers to discuss the intervention, however the meetings did not always involve all teachers employed at each centre, and a number of individual meetings had to be conducted. Following this brief period of instruction a prompt, in the form a single wrist counter, was used by a nominated teacher to count the number of positive responses given to the participating child at the time of the observations.

Giller found there was variability in the change in teacher behaviour, with approximately one to three teachers verified as giving target children attention for appropriate behaviour while the use of differential attention in other teachers' practice was absent. Gilller suggests that this variability was due to a range of factors including periods of non-interaction with the participants, and the fact that the demands of the early childhood education setting

mean that not all teachers can interact with a target child during an observation. Giller suggests that her training might have been more effective if had been longer, had included video modelling and time for questions and answers, and had included a mentoring programme (by the head teacher).

Aims of the Current Study

The present study involved the design and introduction of a brief in-service training course, involving the whole teaching team in a large earlychildhood centre. The study aimed to address four major questions. The first question asked what are the teachers currently doing to encourage good behaviour and manage misbehaviour in their centre? The second question aimed to discover the correspondence between teacher self-reports and actual observations of their behaviour. The third question asked to what extent teacher and child behaviour changed during and after the teacher training programme? The final objective of this study was to observe whether changes in teacher attention to appropriate behaviour resulted in increased child cooperation with teacher requests.

Chapter 2

Method

Setting

The present study was conducted in the 3 to 5 year old section of a privately owned preschool in Christchurch. Up to 50 children attended the centre each day. The preschool was open from 7.00am to 5.30pm. Six teachers and one head teacher were employed within the 3 to 5 year old section of the preschool. Between the hours of 9am to 3pm there were five to six teachers on the floor, depending on the number of children enrolled for the day.

The preschool consisted of a large outside area offering many spaces for children to engage in both separate and group play. The preschool provided a wide variety of outdoor play equipment and activities, including sandpits, climbing equipment, large grassed areas and a generous paved area. Inside there were two rooms joined by a hallway. Room 1 consisted of an arts and crafts area and an eating area. Room 2 was designated for music, construction, reading and imaginary play.

Throughout the most of study the children were involved in free play. The children were able to choose the activities that they engaged in and the length of their involvement. An exception to this free play was when the children were asked to come in for a morning mat time or for lunch. For morning and afternoon tea the preschool had implemented a 'rolling' morning/afternoon tea where children could choose over the time of half an hour when they would eat. A group of 4 ½ - to 5- year old children also participated in a transition to school group directly after lunch. Between the hours of 9am to 3pm two teachers would be in Room 1, one teacher in Room 2, two teachers outside with one teacher floating between each area.

Selection of Participants

This study involved two separate selection procedures, one for the teachers and the other for the children.

Selection of teachers: All seven teachers took part in the present training programme in behaviour management. The Educational Research Human Ethics Committee of the University of Canterbury provided ethical approval for the project. Once ethical approval was gained, the centre was approached. The preschool had previously voiced their need for professional development in behaviour management strategies. The director of the preschool and the seven teachers were given information sheets regarding the project and these are reproduced in Appendix 1 and 2. The information sheet outlined the aims of the project, an outline of the training programme and the tasks that the teachers would be required to engage in.

All teachers agreed to participate by signing the Teacher Consent Form (Appendix 3), as did the centre management (Appendix 4). Because the head teacher spent much time off the floor she was not observed for behaviour change. However, she did participate in the training course and assisted with the selection of the target children. Of the six teachers who were observed, four were fully qualified. Two had a bachelor's degree and two had a diploma. Of the two unqualified teachers, one teacher spent the whole day on the floor with the children, while the other teacher divided her time between cooking meals for the children and spending time on the floor.

Selection of Target Children: Once approval had been given by the director of the preschool individual information sheets (Appendix 5) and consent forms (Appendix 6) were given to a total of 70 families. Of the 70 families approached, 63 agreed to their child to participating. All children that attended the preschool were also asked for consent via a

combined information and consent form that was read to them (Appendix 7). All children agreed to be part of the study.

Following consent from all participating parties, four children were selected via a two-step multiple gating procedure (Church et al., 2006), where each teacher independently nominated up to four children on the Teacher Nomination Form (Appendix 8). The children nominated were to be between the ages of three and five, needed to be children who attended the centre on the days of the observations, needed to be enrolled for the duration of the study and needed to meet the definition of ‘children with behaviour difficulties’ as stated on the Nomination Form.

These nominations were compared to identify four children for observation. The Canterbury Social Development Scale (CSDS) (Appendix 9) was then used to identify the learning needs of the four children. The CSDS scale consists of 30 items. The first 15 items describe pro-social behaviours and the second 15 describe anti-social behaviours. Each of the six teachers completed the CSDS for each of the four children. Children who were selected all met the cut-off criterion of 113 out of a possible 150, that is, they all scored below 113 points. Of the four children selected, one child did not attend the centre during the Baseline and Intervention phases and was withdrawn from the study.

Data Collection and Procedures

The present study employed a mixed methods approach collecting both quantitative and qualitative data. Quantitative data was collected via direct observations, ratings on the CSDS, a teacher questionnaire (Appendix 10) and a course evaluation (Appendix 11). Qualitative data included written feedback from the teachers on the in-service training programme in response to a set of questions (Appendix 11).

Direct Observations: The data was collected via direct observations focused on the following two dependent variables. The first was the teacher's behaviour in response to child behaviour and the second was the child behaviour which the teacher was responding to. The data was collected over three phases, Baseline, Intervention and Follow-up. The observations focused on each individual teacher and the children that they interacted with. If a target child was part of the interaction this was recorded with a separate code. Observation sessions occurred at varying times throughout the day in order to observe individual teacher's interactions with children in different situations. This included times of transition between activities and tasks, group time, morning tea and lunch time and periods where the children were engaged in free play. Each observation session was 15 minutes in duration. During each phase, each teacher was observed eight times, that is, for a total of two hours of observation time per teacher per phase.

A direct observation form was developed to record the interactions between each individual teacher and the children. This form is reproduced in Appendix 13 and the coding manual in Appendix 12. The following interactions were recorded: (a) the teacher gave a request to a child, the child responded appropriately or inappropriately and the teacher responded or did not respond to the child's behaviour and (b) a child behaved appropriately or inappropriately and the teacher gave attention to that child.

The following types of teacher requests were recorded: (a) verbal requests, for example "Please come and help me tidy the toys." (b) questions, for example "Can you please help tidy away the toys?" and (c) signals, for example a wave to call the child to the teacher, fingers to the lips to indicate for the child to be quiet, or the ringing of a bell.

The behaviour displayed by the child that the teacher was interacting with, whether they were the target child or not, was recorded as appropriate or inappropriate. If a target

child and the observed teacher interacted this was noted by placing their code in the relevant section. Summary notes were also taken. These notes commented on the interactions between the target children and the teacher being observed. Appropriate child behaviour was recorded where the child: (a) cooperated with the teacher's request, (b) began with an activity and continued with the activity that was expected, (c) listened, attended or continued to attend, (d) engaged in socially appropriate interaction with peers, teachers and other adults, (e) ceased behaviour considered inappropriate in the preschool within 3 seconds, (f) failed to comply for a good reason – such as saying they need to go to the toilet before they come to group time. Inappropriate child behaviour included: (a) disruptive behaviour, (b) behaviours considered inappropriate in the preschool, (c) not complying, not attending to or ignoring a request within 5 seconds or more, (d) avoidance or escape behaviours – such as running away or falling to the ground, (e) not starting or participating in the activity expected (unless the child did not participate or start an expected activity due to a learning delay, rather than non-compliance), (f) displaying antisocial behaviour with peers, teachers or other adults (e.g. hitting, kicking, shouting, spitting, stomping, throwing or tantrumming).

The following types of teacher attention were recorded: (a) descriptive positive praise, for example *"Thank you so much for helping pack away the blocks"*, (b) positive praise without description – such as saying *'well done'*, or a smile, a pat on the back or thumbs up in reaction to appropriate behaviour (c) discouragements (d) planned ignoring and (e) 'no response'. A discouragement was a negative response to a child's behaviour. The negative response could be given either through the tone or the content of the statement.

Discouragements could take the form of phrases such as "You're not listening to me!", "You're always hurting other children.", "I have asked you so many times and you still have not done what I have told you.", "When are you going to behave?" A discouragement could

also take the form of stop request, that is, a statement or action designed to restrict or stop an inappropriate or prohibited behaviour. This was a statement or action to restrict or stop what a child was doing. Stop requests included stern instructions such as “Don’t run inside” to a child who was running inside. Planned ignoring was used when a teacher ignores a child for a reason. For example if a child is crying or sulking for not getting the spade that someone else has, the teacher could intentionally ignore. Intentional ignoring tended to be signalled either by a statement to that effect or by the teacher noticing but turning away. If none of the above types of attention were observed “No response” was recorded.

Canterbury Social Development Scale: The CSDS completed for each target child was completed again after the follow-up phase to gauge each teacher’s perspective on the changes in the behaviour of each target child.

Teacher Questionnaire: Each of the six teachers was asked to complete an adapted version of the IY Teacher Training questionnaire prior to the Intervention phase and again after the Follow-up phase. This was administered in order to assess each teacher’s perspective on their own performance in behaviour management.

Course Evaluation: Each teacher was asked for anonymous feedback on the training programme. They were asked to rate the course on a total of 16 items. The teachers were also required to give written feedback to three questions.

Experimental Design and Procedures

The effects of the training programme were measured using single case repeated measures experiments. Each experiment consisted of three phases. These were Baseline, Intervention and Follow-up.

Baseline Phase: Teachers 1 to 6 were asked to carry on as normal, performing the duties required, maintaining the same daily routines and interacting with the children in their normal manner. Participating teachers were aware that the researcher was observing their interactions with the children. However they did not know which behaviours that were being observed. Baseline observations involved two sessions in Week 1, two sessions in Week 2 and a catch-up session in Week three for two teachers who were absent in a previous session. Eight 15 minute observations were made of the interactions of each teacher.

Intervention Phase: One week following the final training session the second round of observations commenced. As in the Baseline phase the Intervention observations involved eight 15 minute observations of each of the six teachers. The teachers remained unaware of the exact behaviours being observed, but understood that interactions between them and the children were being recorded. Intervention observations occurred over two sessions in Week six, two sessions in Week seven and two catch-up sessions in Week eight for one teacher who was absent in the first week.

Follow-up Phase: One month after the final Intervention observation (Week 12) the Follow-Up observations began. Observations were structured in the same way as they had been scheduled in the Baseline and Intervention phases, and were carried out over four sessions over a period of two weeks. The 15 minute observations of each teacher were undertaken to measure the level of maintenance of behaviour in both the teachers and the children.

During the intervention and follow-up phases teachers were able to ask for feedback or assistance from the researcher. This was provided at times other than during the scheduled observations.

In-service Training

The independent variable in the present study was a 4-hour in-service training programme. The training was delivered over two, 2 hour sessions. The sessions were held over two consecutive Tuesday evenings, at a time that suited the whole teaching team. This programme used training materials similar but not identical to parts of the IY Teacher Training programme (Webster-Stratton, 1999), First Steps to Success (Walker et al., 2009), and the training designed by Langley (1997). The researcher was familiar with the Incredible Years Teaching Training Programme as she had completed this training programme. The training programme incorporated elements of Te Whāriki, (the current New Zealand Early Childhood Curriculum), especially the goals of partnerships with family/whānau and being respectful of the individual's culture when encouraging cooperative behaviour. The training programme also included the use of training tools such as group discussion, group activities, reflection and video modelling. The video modelling consisted of a collection of videos made by the researcher, acting as the teacher, and a group of children who had agreed to be part of the video. All children were recorded with parental permission. The videos were recorded at the preschool outside of normal operating hours.

As can be seen from Appendix 14, the training programme was divided into two sessions, with each session containing three parts. In Session 1 the three parts were (a) building relationships, (b) praise and encouragement and (c) being a proactive teacher. Part 1, building relationships, focused on having teachers review how they currently built relationships with children, prompted discussions regarding the building of relationships and offered suggestions to enhance the teacher-child relationship. Part 2, praise and encouragement, began with an activity where teachers were asked to praise each other, followed by a discussion that focused on the importance of praise, especially descriptive praise. Teachers were then divided into two teams, where each team competed to see how

many descriptive praise phrases they could come up with. Other subjects addressed in this part included the importance of being enthusiastic and genuine when giving praise, focusing on the learning at hand rather than the final product, the use of proximity praise, the importance of promoting child self-praise, making sure that praise was never combined with criticism, and remembering to praise both social and academic behaviour. These topics were supported by video examples. Part 2 also emphasised the importance of targeting specific behaviour according to the child's needs and the importance of making a more conscious effort to give descriptive praise. The importance of encouraging children simply because the teacher enjoys their company and they have had to do nothing to gain the teacher's praise was also addressed. Finally, the rule of using four descriptive praise phrases for every discouragement was introduced at the end of Part 2.

Part 3, on being a proactive teacher, focused on teachers building a positive learning and social environment, using an in-class task and team task. The in-class task required teachers to choose from a list of reminder strategies to help them deliver descriptive praise to all children. The reminder strategies were to be used over the week following the first session, with feedback and discussions regarding its effectiveness in the second session. The team task involved drawing up a positive behaviour plan for one of the target children during the session, as an example. Teachers set the task of drawing up a plan for the other two children during the following week.

In Session 2, the three parts were (a) being a proactive teacher – revisit, (b) exploring rules, boundaries and managing misbehaviour and (c) putting it all together. Part 1 involved group discussions and feedback on the use of the reminder strategies and implementation of the positive behaviour plan. In Part 2 the teachers were asked to review the rules that they currently used as a group and participated in a brainstorm activity that focused on different scenarios involving children with challenging behaviours. The importance of having a clear

set of rules, of limiting the set to 3 or 4, and of stating the rules in positive terms were discussed. The team was then asked to design an appropriate set of rules for the preschool. Following this, the teachers were then introduced to strategies such as planned ignoring, redirecting and natural/logical consequences, followed by video modelling. This part was completed with an in-depth overview of the 'sit and watch' strategy, a type of inclusionary time out. This overview included a step by step implementation of the strategy accompanied by a diagram and role-plays. The placement of this part near the end was strategic in that the researcher wanted the teaching team to focus firstly on building relationships and building a positive class environment.

As can be seen in the teaching pyramid in Appendix 14 the use of consequences and redirection needs to be limited and used contingently. Part 3 involved a quiz game, reviewing the order of proactive strategies, and stressing the importance of choosing the lowest, least intrusive steps first and reminding the teachers the foundation for encouraging cooperation in children is to give positive attention/praise/encouragement for the behaviour they want to see. The teachers were reminded to continue with family/whānau communications regarding behaviour plans and to use the reminder strategies introduced in the first session. Finally time was set aside for group discussion and questions.

Depending on the needs of each individual teacher, the researcher spent time on the floor with the teachers to guide and give feedback on their professional development. There were four visits in total lasting approximately two hours each. The emphasis of this in-service training programme was to build teachers' confidence in working with children with challenging behaviour through giving them uncomplicated, pro-active strategies they could easily implement in the absence of the researcher. Programme activities were designed to equip teachers with tools they could use as a team to address problematic behaviour and

develop a positive classroom environment. The visits were used to enhance these strategies and to build the teachers' confidence.

Chapter 3

Results

Section 1: Interobserver Agreement Results

Interobserver agreement was calculated to assess the accuracy of the recordings of the teachers' compliance requests, the children's response types and the teachers' response types. Nine reliability observations were conducted in each phase, with a total of 27 reliability observations performed. The average percentage of agreement for each variable in each phase is shown in Table 1. The average interobserver agreement at Baseline was 95.3 for the Intervention phase it was 92.1 and for the Follow-Up phase it was 95.8.

Table 1

Average percentage of interobserver agreement for observations of teacher request type, children's response or behaviour and teacher's response type.

	Baseline	Intervention	Follow-Up
Variable	M	M	M
Teacher's compliance request	93.9	94.1	95.0
Child's response or behaviour	97.1	92.2	98.1
Teacher's response	95.0	90.2	94.4
Mean % over 3 variables	95.3	92.2	95.8

Section 2: Pre and Post Training Reflective Questionnaire Responses

The pre and post training questionnaires required teachers to rate themselves on a scale from 1 to 5 in response to 12 reflective questions regarding their practice. The questionnaire template is reproduced in Appendix 10. The total pre and post questionnaires scores for each teacher are presented in Table 2.

Table 2

Teacher's Reflective Questionnaire Score

Participant	Pre	Post
Teacher 1	51	55
Teacher 2	43	47
Teacher 3	40	51
Teacher 4	42	48
Teacher 5	53	56
Teacher 6	47	54

Note: Score is out of a possible 60

Interestingly the self-ratings on the pre-intervention questionnaire diverged considerably from the results of Baseline observations. The higher ratings provided by Teachers 1 and 5 in particular were inconsistent with the Baseline observation results. Other than Teacher 3, the teachers rates themselves as practicing the majority of the behaviours in the questionnaire either 'most of the time' or 'consistently'. This was also inconsistent with what was observed at Baseline. The post training questionnaire showed that the teachers perceived that they had improved. Teacher 1 improved by 4 points, Teacher 2 by 4 points, Teacher 3 by 11 points, Teacher 4 by 6 points, Teacher 5 by 3 points and Teacher 6 by 7 points.

Section 3 – Changes in Teacher Behaviour

The type of attention given by each teacher was converted to a rate per 15 minutes. This was graphed for the Baseline, Intervention and Follow-Up phases. Appropriate and inappropriate responses by each child when interacting with the observed teacher were also converted to a rate per 15 minutes.

Experiment 1 - Teacher 1: Teachers 1's change in behaviour over the Baseline, Intervention and Follow-Up phases can be seen in Table 3 and the top panel of Figure 1. The bottom panel of Figure 1 reports the behaviour of the children Teacher 1 interacted with during each session.

Table 3

Changes in Teacher Response Type to Child Behaviour – Teacher 1

Variable	Baseline		Intervention		Follow-Up	
	M	SD	M	SD	M	SD
DP	1.4	1.8	11.5	3.6	9.0	1.2
PP	4.5	2.3	5.4	1.1	4.5	3.9
D	3.1	2.4	3.6	2.5	2.0	1.8
NR	10.0	4.3	3.5	2.0	1.6	0.9

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

During the Baseline phase, Teacher 1 gave a minimum of 2 and a maximum of 12 positive statements, with a mean level of 5.88 per 15 minutes. During the Intervention phase the number of positive statements ranged from 9 to 20, with the mean level increasing to 16.9 per 15 minutes. For the Follow-Up phase the number of positive statements ranged from 9 to 22, with a decrease in mean level to 13.5 per 15 minutes, however the mean level was still substantially higher than the Baseline levels.

When positive statements were classed as either descriptive praise or non-contingent praise there was an increase in Teacher 1's descriptive praise statements during the Intervention and Follow-Up phases. During Baseline a mean level of 1.4 for descriptive praise was observed. This level increased markedly to 11.5 per 15 minutes during the

Intervention, and although it decreased at Follow-Up the mean level was still higher than Baseline, with a mean level of 9. Non-contingent praise showed little change over the three phases. The number of discouragements given by Teacher 1 also showed little change across phases, with a mean level of 3.1 during baseline, 3.6 during the Intervention phase and 2.0 during Follow-Up.

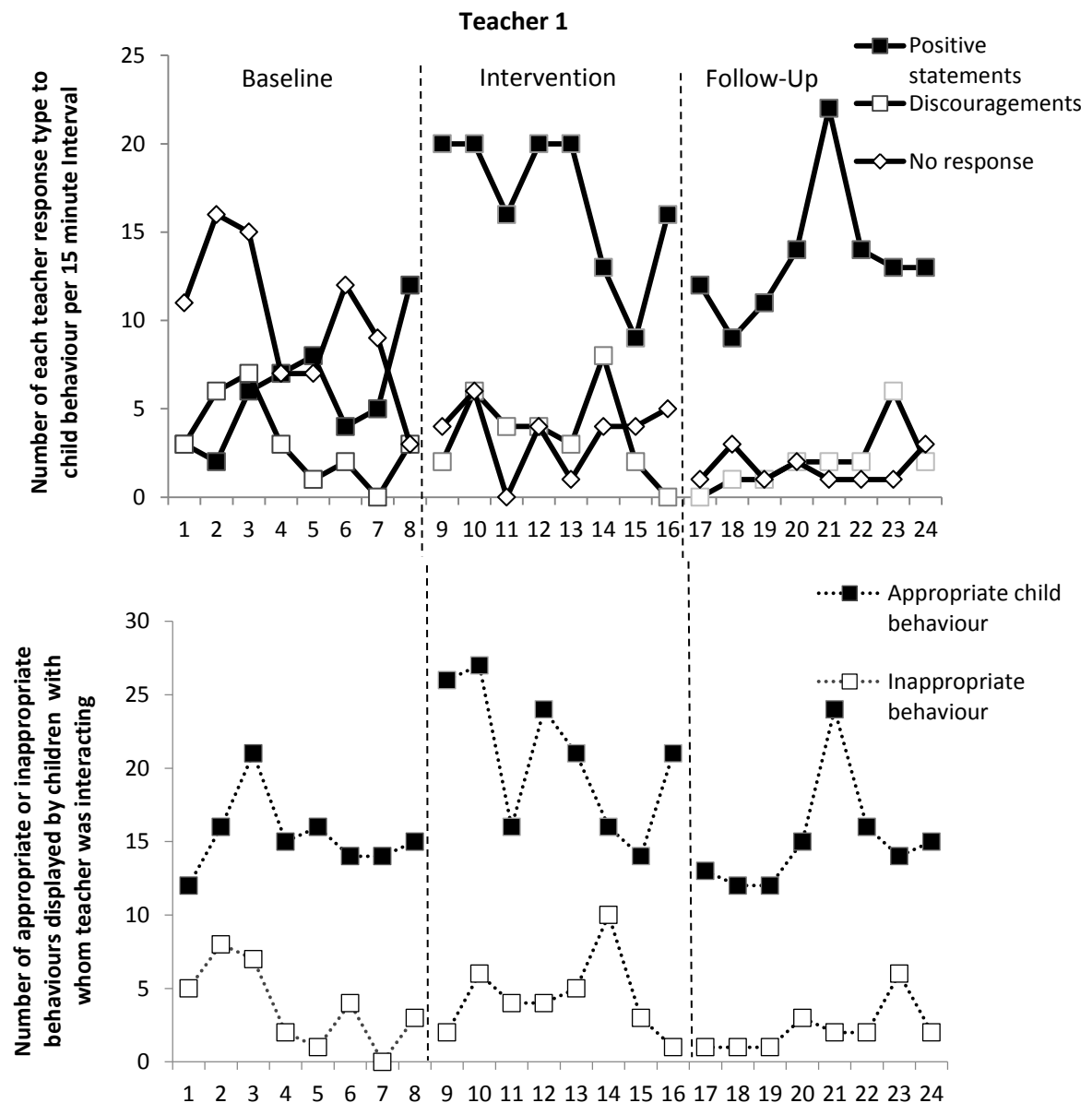


Figure 1. The number of times per 15 minutes Teacher 1 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 1.

During Baseline, Teacher 1's responses to child behaviour after giving a request was minimal. During the Intervention and Follow-Up phases this behaviour changed and Teacher 1 gave more feedback to the children. During Baseline the number of times Teacher 1 did not respond to a child's appropriate or inappropriate behaviour (after giving a request) ranged from 3 to 16, with a mean level of 10 per 15 minutes. A marked reduction in 'no-response' from Teacher 1 occurred during the Intervention phase, with the number ranging from 0 to 6, and a mean level of 3.5. At Follow-up this reduction continued, with the number ranging from 1 to 3, producing a mean level of 1.6.

As can be seen from Figure 1 (lower panel) the change in children's appropriate behaviour when with Teacher 1 was noticeable from Baseline to Intervention phases. During Baseline the number of appropriate behaviours ranged from 12 to 21, with a mean level of 15.4. A marked increase occurred during the Intervention phase with the number of appropriate behaviours ranging from 15 to 26, producing a mean level of 20.6. During the Follow-Up phase the number of appropriate behaviours fell to levels observed during Baseline, ranging from 13 to 24, with a mean level of 15.1 per 15 minutes.

The change in children's inappropriate behaviour showed little change across phases. During the Baseline scores ranged from 0 to 8, with a mean level of 3.8. During Intervention scores ranged from 1 to 10, with a mean level of 4.4. During the Follow-Up phases scores ranged from 1 through to 6, with a mean level of 2.3 per 15 minutes.

Experiment 2 -Teacher 2: Observable changes in the behaviour of Teacher 2 can be seen in Table 4 and the top panel of Figure 2. The bottom panel of Figure 2 displays the behaviour of the children Teacher 2 interacted with during each session.

Table 4

Changes in Teacher Response Type to Child Behaviour – Teacher 2

Variable	Baseline		Intervention		Follow-Up	
	M	SD	M	SD	M	SD
DP	2.1	1.1	9.5	3.6	7.9	1.7
PP	5.3	3.1	4.8	2.7	6.3	2.7
D	2.0	1.7	0.9	0.6	1.9	1.1
NR	8.0	3.0	1.9	1.3	0.9	0.8

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

During the Baseline phase the number of positive statements issued by Teacher 2 ranged from 1 through to 12, with a mean level of 7.4 per 15 minutes. During the Intervention phase the number of positive statements ranged from 7 to 20, with the mean level increasing to 14.3 per 15 minutes. The number of positive statements ranged from 10 to 18 at Follow-up, with the mean level of 14.1 per 15 minutes being maintained.

When positive statements were classed as either descriptive praise or non-contingent praise Teacher 2 increased her rate of descriptive praise statements (Table 4). A mean level of 2.1 was produced during Baseline. This was followed by a marked increase to 9.5 during Intervention and a small decrease to a mean of 7.9 during Follow-Up. Non-contingent praise showed little change over the three phases. The number of discouragements given by Teacher 2 also showed little change across phases, with a mean level of 2.0 during Baseline, 0.9 during the Intervention phase and 1.9 at Follow-Up.

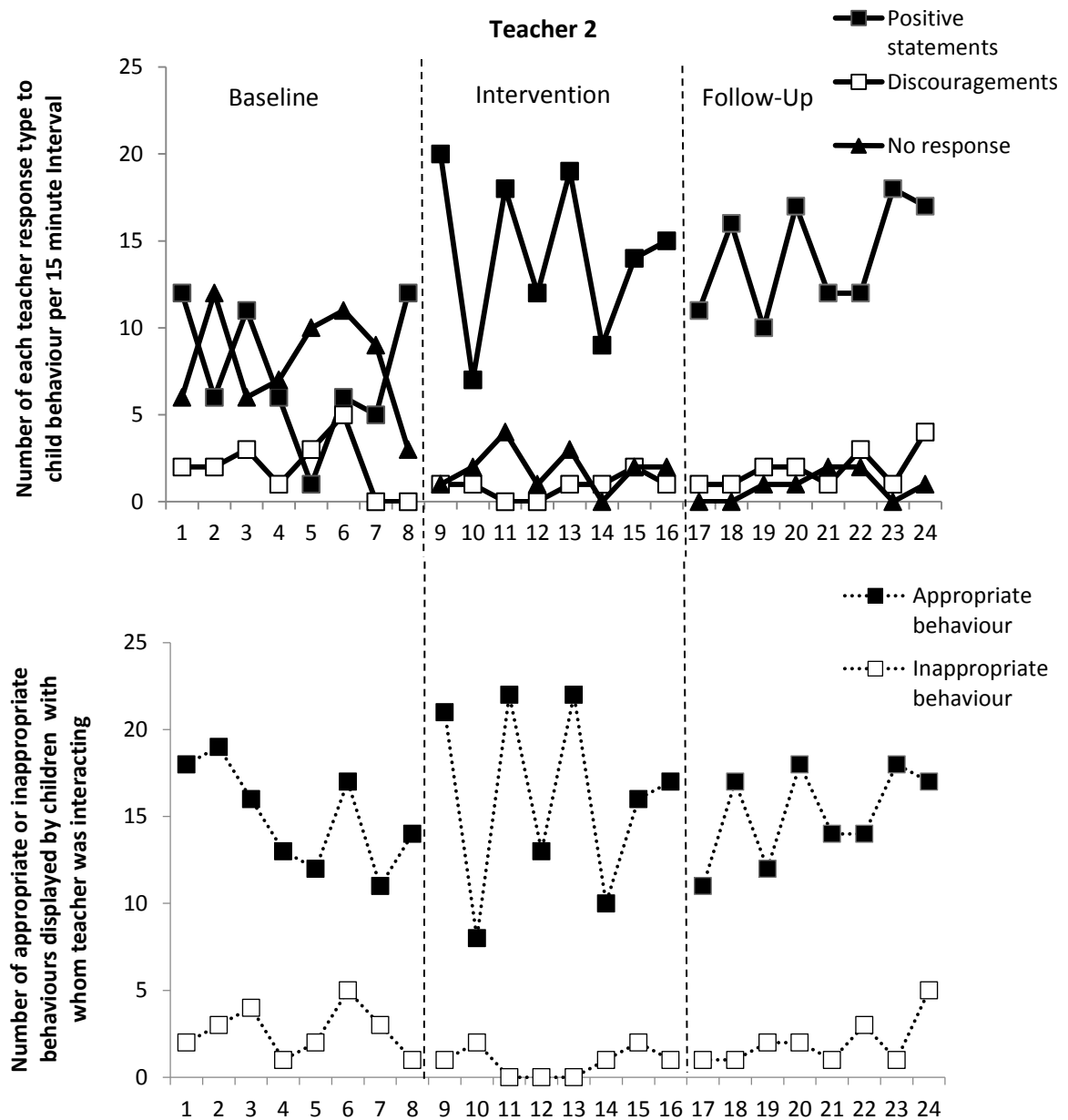


Figure 2. The number of times per 15 minutes Teacher 2 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 2.

The number of times Teacher 2 responded to children's behaviour after giving a request was minimal at Baseline. During Baseline Teacher 2's non-response to a child's appropriate or inappropriate behaviour occurred 3 to 16 times, with a mean level of 8.0 per 15 minutes. Teacher 2's behaviour changed at the Intervention and Follow-Up phases, with the teacher increasing the amount of feedback she gave to children. During the Intervention phase the number ranged from 0 to 4, with a mean level of 1.9, and at Follow-Up the number continued to reduce, with a range from 0 through to 2, with a mean level of 0.9.

Children's appropriate behaviour when with Teacher 2 showed little change across the three phases. During Baseline the number of appropriate behaviours ranged from 11 to 19, with a mean level of 15.0. A small increase occurred during the Intervention phase with appropriate behaviours ranging from 8 to 22, with a mean level of 16.1. During the Follow-Up phase the number of appropriate behaviours reduced to levels similar to those observed during Baseline, ranging from 11 to 18, with a mean level of 15.1.

Nor was there much change in child inappropriate behaviour across phases. During Baseline scores ranged from 1 to 5, with a mean level of 2.6. During Intervention a decrease occurred, with scores ranging from 0 to 2, with a mean level of 0.9. The Follow-Up phase counts ranged from 1 through to 5, a mean level of 2.0.

Experiment 3 - Teacher 3: The behaviour of Teacher 3 changed considerably from Baseline to Follow-Up. These changes can be seen in Table 5 and the top panel of Figure 3. The bottom panel of Figure 3 displays the behaviour of the children that Teacher 3 interacted with during each session.

Table 5

Changes in Teacher Response Type to Child Behaviour – Teacher 3

Variable	Baseline		Intervention		Follow-Up	
	M	SD	M	SD	M	SD
DP	1.4	1.3	10.4	4.1	7.9	3.7
PP	4.0	2.9	3.9	1.4	4.5	2.2
D	0.8	0.7	0.5	0.8	0.8	0.9
NR	2.4	1.4	0.9	1.3	2.0	2.3

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

At Baseline Teacher 3 gave 0 to 12 positive statements per session, with a mean level across the phase of 5.4 per 15 minutes. This rate increased at Intervention with the number of positive statements ranging from 8 to 20 with a mean of 14.3 per 15 minutes. At Follow-Up the rate remained markedly higher than at Baseline with the numbers ranging from 7 to 19 per observation with a mean level of 12.3 per 15 minutes.

Table 3 shows that when positive statements were classed as either descriptive or non-contingent there was an increase in descriptive praise statements from Baseline to Intervention. At Baseline the mean level was 1.4. This increased to 10.4 during the intervention phase. At Follow-Up a mean level of 7.9 was observed.. Non-contingent praise changed little across the three phases. The number of discouragements given by Teacher 3 also changed little, with a mean level of 0.8 during baseline, 0.5 during the intervention phase and 0.8 during follow-up.

The number of times that Teacher 3 gave no response to a child's behaviour after giving a request changed over the three phases. During Baseline Teacher 3 failed to respond to appropriate or inappropriate behaviour at a rate of about 0 to 4 times, with a mean level of

2.4 per 15 minutes. This reduced to a mean level of 0.9 during the intervention phase and remained below during Follow-Up.

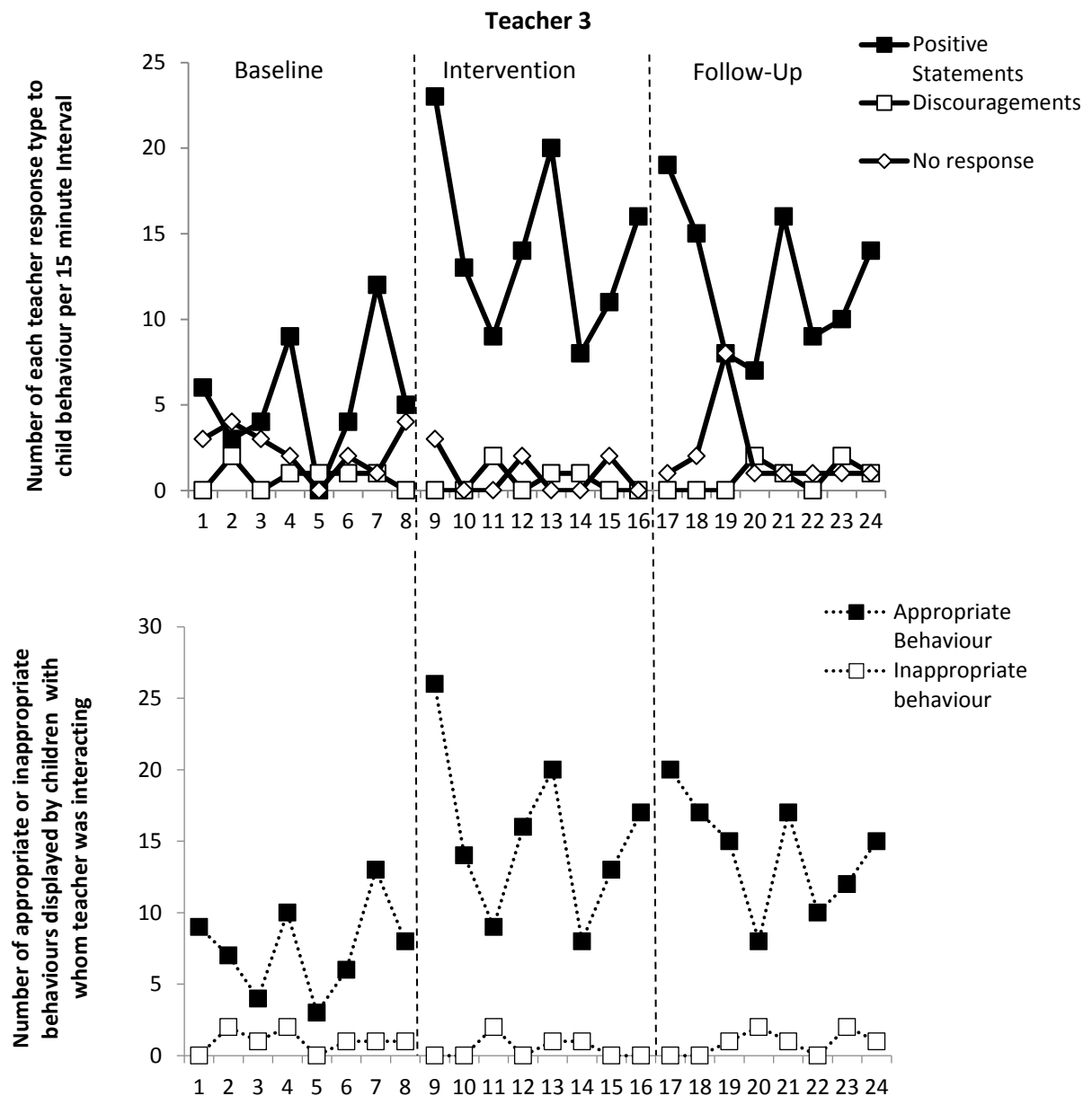


Figure 3. The number of times per 15 minutes Teacher 3 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 3.

Children's appropriate behaviour when with Teacher 3 increased from Baseline to Intervention and fell back slightly at Follow-Up. During Baseline the number of appropriate behaviours ranged from 3 to 13, with a mean level of 7.5. During the Intervention phases appropriate behaviours ranged from 8 to 26, with a mean level of 15.4 and at the Follow-Up phase the number of appropriate behaviours ranged from 8 to 20, with a mean of 14.3 per 15 minute observation.

Child inappropriate behaviour changed little from phase to phase with a mean level of 1 during Baseline, 0.5 during intervention and 0.9 during Follow-Up.

Experiment 4 - Teacher 4: The observed behaviour of Teacher 4 changed across the three phases. These changes can be seen in Table 6 and the top panel of Figure 4. The change in the behaviour of the children Teacher 4 interacted with during each session can be seen in the bottom panel of Figure 4.

Table 6

Changes in Teacher Response Type to Child Behaviour – Teacher 4

Variable	Baseline		Intervention		Follow-Up	
	M	SD	M	SD	M	SD
DP	0.8	0.9	8.9	3.4	5.5	2.5
PP	4.6	2.0	4.9	1.9	4.1	2.2
D	2.9	2.0	1.0	1.1	1.5	1.3
NR	4.4	2.0	1.8	1.5	1.3	1.2

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

During the Baseline the rate of positive statements delivered by Teacher 4 ranged from 2 to 9, with a mean level of 5.8 per 15 minutes. There was a marked increase during the

Intervention phase with the number of positive statements ranging from 8 to 22 with a mean of 13.8 per 15 minutes. At Follow-Up the rate fell, ranging from 3 to 14, with a mean level of 9.6 per 15 minutes. However, this rate was still higher than at Baseline.

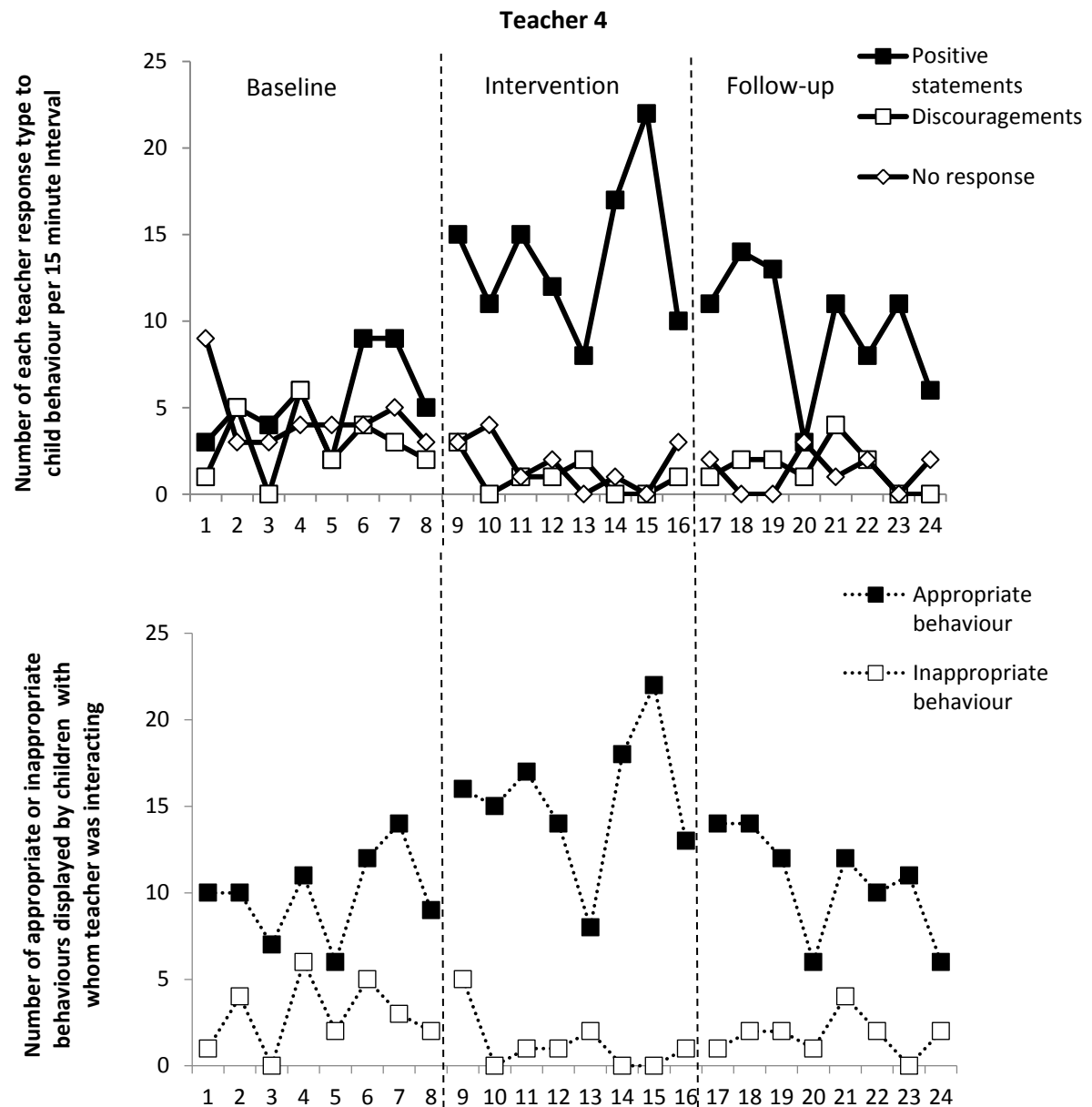


Figure 4. The number of times per 15 minutes Teacher 4 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 4.

The classification of positive statements as either descriptive or non-contingent showed a significant difference in the rate between each praise type (Table 6). Descriptive praise statements increased from 0.7 during Baseline to 8.88 during Intervention and decreased to 5.5 during Follow-Up. Non-contingent praise showed little change over the three phases as did the number of discouragements with a mean level of 2.9 during Baseline, 1.0 during the Intervention phase and 1.5 during Follow-Up.

Teacher 4's behaviour regarding the number of times she did not respond to either appropriate or inappropriate child behaviour after giving a request changed over the three phases. During Baseline the rate of no response ranged from 3 to 9, with a mean level of 4.4 per 15 minutes. This teacher behaviour reduced during the Intervention phase, ranging from 0 to 4, with a mean level of 1.8. During Follow-Up the number continued to decrease, with a range from 0 through to 3, with a mean level of 1.25.

The change in children's appropriate behaviour when with Teacher 4 was noticeable between the Baseline and Interventions phases, however returned to similar Baseline levels at Follow-Up. During Baseline appropriate behaviours ranged from 7 to 14, with a mean level of 9.9. A marked rise occurred during the Intervention phase with appropriate behaviours ranging from 8 to 22, producing a mean level of 15.4. During the Follow-Up phase the number of appropriate behaviours fell to similar levels observed during Baseline, ranging from 6 to 14, with a mean level of 10.6.

There was a small decrease in children's inappropriate behaviour across the three phases with mean levels at 2.9 at Baseline, 1.25 at Intervention and climbing slightly to 1.8 at Follow-Up.

Experiment 5 - Teacher 5: Teacher 5's behaviour changed dramatically from Baseline to Intervention. However there were instances of where Teacher 5 returned to similar levels as Baseline during Follow-Up. Table 7 and the top panel of Figure 5 show the change in Teachers 5's behaviour over the Baseline, Intervention and Follow-up phases. The bottom panel of Figure 5 displays the behaviour of the children Teacher 5 interacted with during each session.

Table 7

Changes in Teacher Response Type to Child Behaviour – Teacher 5

Variable	Baseline		Intervention		Follow-up	
	M	SD	M	SD	M	SD
DP	0.6	0.7	9.0	2.5	5.5	1.6
PP	6.0	1.5	7.6	3.3	6.9	4.4
D	5.0	3.8	4.6	3.5	3.9	2.3
NR	6.8	2.9	2.6	1.8	4.9	2.1

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

During the Baseline phase the rate of positive statements ranged from 3 to 9, with a mean level of 6.6 per 15 minutes. During the Intervention phase the number of positive statements increased substantially, ranging from 11 to 25, with the mean increasing to 16.3 per 15 minutes. At Follow-Up the number of positive statements ranged from 7 to 20, with a decrease in the mean level of 12.4 per 15 minutes, however the mean level was still substantially higher when compared with the Baseline.

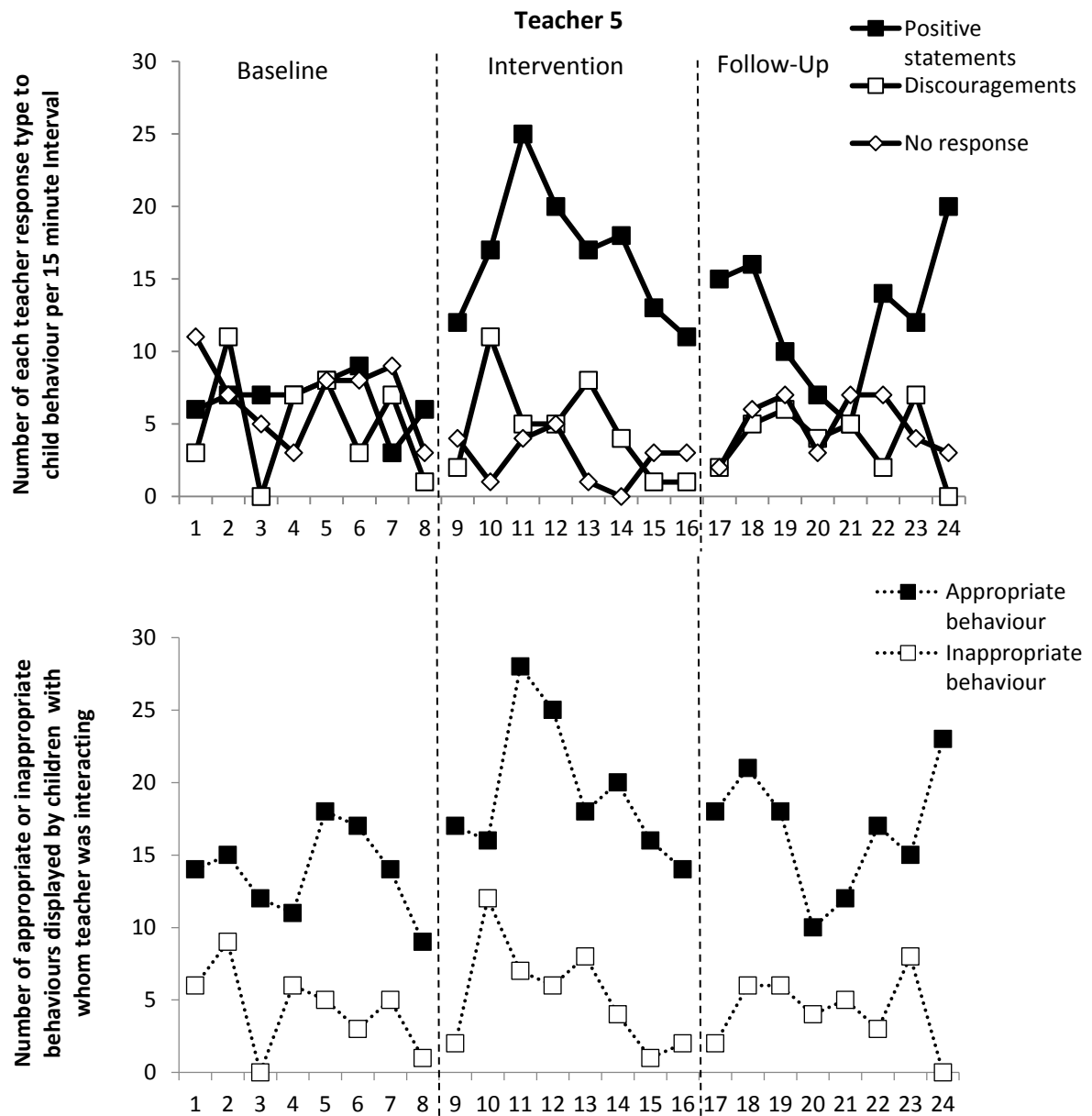


Figure 5. The number of times per 15 minutes Teacher 5 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 5.

The classification of positive statements as either descriptive praise or non-contingent praise revealed an increase in the rate of descriptive praise statements from Teacher 5 during

the Intervention and Follow-up phases. During Baseline a mean of 0.6 for descriptive praise was observed. This level increased markedly to 9 during the Intervention, and though it decreased at Follow-up the mean was still higher than Baseline, with a score of 5.5. There was little change in non-contingent praise over the three phases, however for Baseline and Follow-Up the mean levels for non-contingent praise were higher than descriptive praise (Baseline, 6, Intervention, 7.6, Follow-up, 6.9). The number of discouragements given by Teacher 5 showed little variance between phases, with a mean of 5 during Baseline, 4.6 during the Intervention phase and 3.9 during Follow-up.

The number of times Teacher 5 did not respond to a child's behaviour after giving a request was recorded across the three phases with a significant reduction during the Intervention phase. During Baseline the number ranged from 3 to 11, with a mean level of 6.8 per 15 minutes. The Intervention phase saw the number reduce, ranging from 0 to 5, with a mean of 2.6. During Follow-up the number increased, with a range from 3 through to 7, with a mean level of 4.9.

Children's appropriate behaviour when with Teacher 5 showed an increase from Baseline to Intervention which reduced during Follow-Up. During Baseline the number of appropriate behaviours ranged from 9 to 18, with a mean of 13.8. This increased during the Intervention phase with appropriate behaviours ranging from 14 to 28, with a mean of 19.25. During the Follow-Up phase the number of appropriate behaviours reduced, ranging from 10 to 23, with a mean of 16.8. The change in children's inappropriate behaviour showed little variance between phases. The number of children's inappropriate behaviours remained consistent across the three phases, producing little change (Baseline mean, 4.4, Intervention mean, 5.3, Follow-Up mean, 4.3).

Experiment 6 - Teacher 6: The results from the observations of Teacher 6 showed the strongest change in behaviour for both the teacher and the children. Table 8 and Figure 6 represent Teachers 6's change in behaviour over the Baseline, Intervention and Follow-Up phases. As in previous experiments the bottom panel of Figure 6 displays the behaviour of the children Teacher 6 interacted with during each session.

Table 8

Changes in Teacher Response Type to Child Behaviour – Teacher 6

Variable	Baseline		Intervention		Follow-Up	
	M	SD	M	SD	M	SD
DP	1.7	1.8	9.9	2.5	10.6	2.6
PP	3.3	1.4	4.9	2.5	4.6	2.8
D	2.9	2.9	1.6	1.3	1.1	1.1
NR	7.9	5.0	2.8	2.5	1.9	1.3

Note: DP = descriptive praise. PP = positive praise. D = discouragements. NR = non-contingent response to child's response to teacher's request.

There was a continual increase across the three phases in Teacher 6's positive statements. During the Baseline phase the number of positive statements ranged from 3 to 8 with a mean of 6.6 per 15 minutes. This number increased during the Intervention phase ranging from 12 to 18, with the mean increasing substantially to 14.8 per 15 minutes. The rate continued to increase during Follow-Up, ranging from 12 to 19, with a mean of 15.3 per 15 minutes.

The number of descriptive praise statements showed a marked increase from Teacher 6 from Baseline (1.8) to Intervention (9.9). This increase continued at Follow-up with a mean

of 10.6. Non-contingent praise showed little variance over the three phases. The number of discouragements given by Teacher 6 showed little change, with a slight reduction. The means produced were 2.9 during Baseline, 1.6 during the Intervention phase and 1.1 during Follow-Up (table 5).

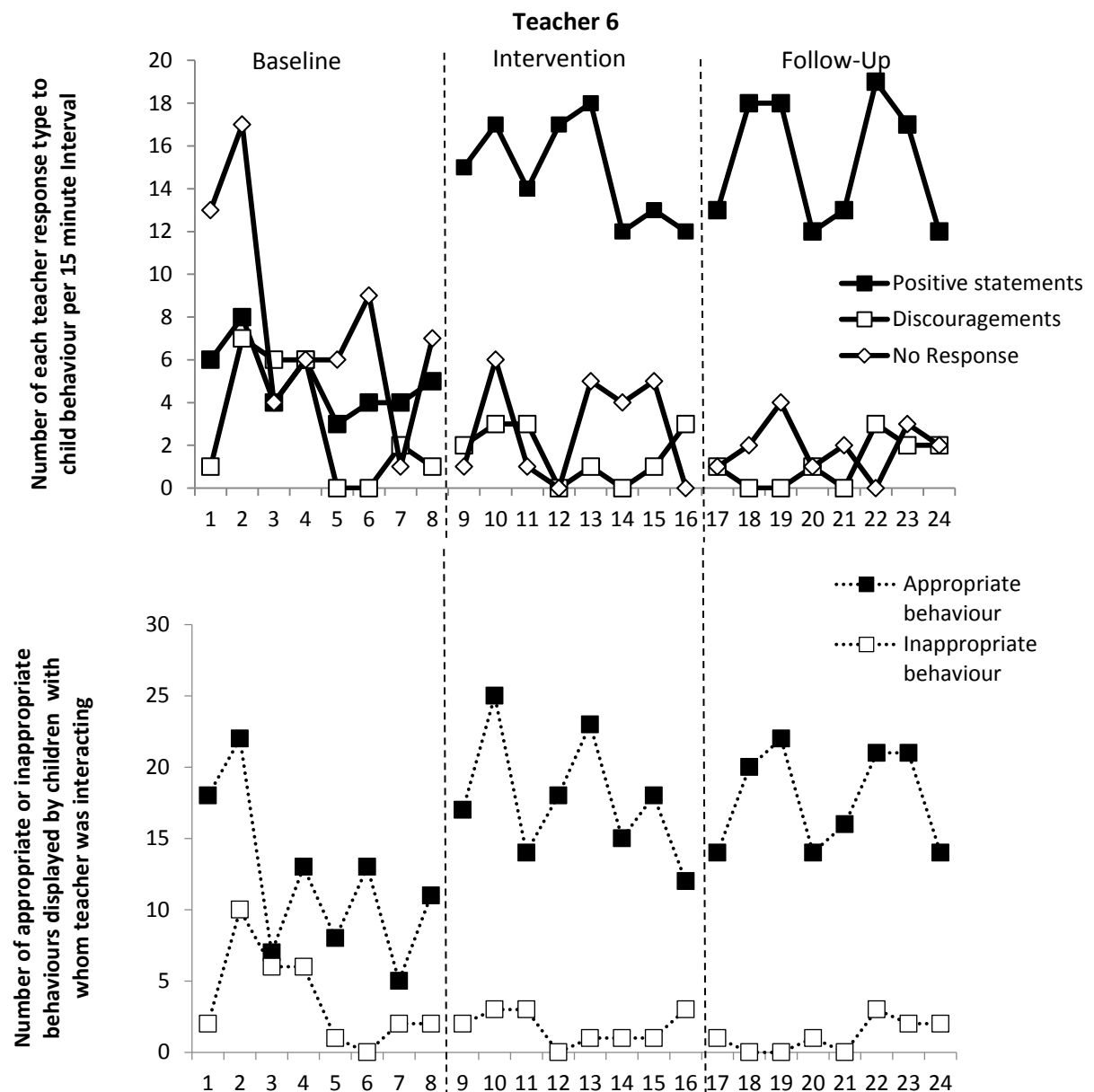


Figure 6. The number of times per 15 minutes Teacher 6 gave positive statements, discouragements or gave no response to a child's response to the teacher's request and the number of times children were engaged in appropriate or inappropriate behaviour when interacting with Teacher 6.

During Baseline Teacher 6's responses to children's behaviour after giving a request was minimal. During the Intervention and Follow-up phases this behaviour changed and teacher 6 gave more feedback to the children. During Baseline the number of times Teacher 6 did not respond to a child's appropriate or inappropriate behaviour (after giving a request) ranged from 1 to 17, with a mean level of 7.9 per 15 minutes. A marked reduction in 'no-response' from teacher 6 occurred during the Intervention phase, with the number ranging from 0 to 6, and a mean of 2.8. During Follow-up the number continued to decrease, ranging from 1 through to 4, with a mean of 1.9.

Children's appropriate behaviour when with Teacher 6 showed a noticeable increase from Baseline to Intervention and was maintained during follow-up. During Baseline the minimum number of appropriate behaviours ranged from 5 to 18, with a mean level of 12.1. An increase occurred during the Intervention phases with appropriate behaviours ranging from 12 to 25, with a mean of 17.8. During the Follow-Up phase the number of appropriate behaviours were maintained, ranging from 14 to 21, with a mean level of 17.8.

The change in children's inappropriate behaviour showed a decrease from Baseline through to follow-up. During the Baseline phase scores ranged from 0 to 10, with a mean level of 3.6. During Intervention a decrease occurred, with scores ranging from 0 to 3, with a mean level of 1.8. During the Follow-Up phase scores continued to reduce, ranging from 0 to 3, with a mean level of 1.1.

Section 4: Changes in target children's behaviour

The number of appropriate and inappropriate behaviours displayed by the three target children were counted in each phase to see if there were any changes across Baseline, Intervention and Follow-Up. These counts can be seen in Table 9. It should be noted that the behaviour of the target children was only recorded if they were part of the group that the

teacher was with when that teacher was being observed. For Child 1, both appropriate and inappropriate behaviour decreased. However, it should be noted that teacher interactions with Child 1 were very infrequent. In fact Child 1 tended to be ignored for long periods of time. For Child 2 there was a substantial increase from Baseline to Intervention in appropriate behaviour, which increased from 8 to 37 instances. However this reduced at Follow-up. Child 2's inappropriate behaviour was infrequent and remained infrequent over the three phases. For Child 3 the number of appropriate behaviours dropped during Intervention and returned to Baseline levels at Follow-Up. When the totals were combined the number inappropriate behaviours engaged in by the three children fell from 15 at Baseline to 7 at Intervention and 6 at Follow-Up. The number of appropriate behaviours increased during Intervention but decreased again at Follow-up.

Table 9

Number of Appropriate and Inappropriate Behaviours Displayed by Target Children When Interacting With Teachers

Participant	Baseline		Intervention		Post	
	App	Inapp	App	Inapp	App	Inapp
Child 1	5	6	4	2	2	1
Child 2	8	2	37	4	13	5
Child 3	21	7	7	1	22	0
Total	34	15	48	7	37	6

Note: App = appropriate behaviour. Inapp = inappropriate behaviour.

Section 5: Social Development Scale Scores

Teachers completed the CSDS before Baseline and after Follow-Up for each of the three target children. A mean score was calculated across the 6 teachers for each child. A child was considered to more at risk of anti-social development if they scored below the cut-

off of 115 out of a possible 150 (Church et al., 2006). The results of this analysis are presented in Table 10.

Table 10

Target Children's Scores on The Canterbury Social Development Scale

Participant	Pre		Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Child 1	98.5	10.2	133.5	8.8
Child 2	91.0	7.9	118.3	15.6
Child 3	80.8	12.3	110.8	16.8

The mean score for Child 1 was 98.5 (SD: 10.2) prior to Baseline, with a rise to 133.5 (SD: 8.8) post Follow-up. The post score placed Child 1 above the cut-off for “at-risk”, with teachers indicating that Child 1 was exhibiting age appropriate levels of social development at Follow-Up. The mean score for Child 2 before Baseline was 91 (SD: 7.9) and 118.3 (SD: 15.6) post Follow-Up. The post Follow-Up score placed Child 2 above the cut-off for being “at risk”, with teachers indicating that Child 2 was also exhibiting age appropriate levels of social development. The mean score for Child 3 before Baseline was 80.8 (SD: 12.3), and 110.8 (SD: 16.8) post Follow-Up. The post Follow-Up score placed Child 3 in the ‘at risk’ region of the CSDS, with teachers indicating that Child 3 exhibited anti-social behaviours at Follow-Up. However the 30 point improvement for Child 3 was as great as that achieved by Child 1 and 2.

Section 6: Ratings of In-service Training and Teacher Feedback

All six participating teachers, plus the head teacher, were asked to complete an anonymous course evaluation. The course evaluation consisted of 16 items. Each item was

scaled from 1 through to 5, with 5 representing ‘strongly agree’ and 1 representing ‘strongly disagree’. All teachers’ scores were combined to calculate the overall response on each item. The maximum score possible for each item was 35 when the 7 ratings were combined. The total ratings can be seen in Table 11. The items that related to the strategies being taught (items 11 to 16) were scored slightly lower than the course content and organisation (items 1 to 10). While most items were rated as a 4 or 5, one teacher rated item 16 as a 3, indicating that they were not as comfortable with the strategies taught as their colleagues were.

The teachers also provided written feedback regarding aspects of the training which could be improved, the aspects which the teachers found useful and how the training had influenced their practice. While the teachers found the videos useful, some felt the use of

Table 11

Total Ratings of Course Evaluation

Item	Score
1. The training met my expectations	35
2. I have been able to apply the knowledge learned	35
3. The content was organised and easy to follow	34
4. The materials distributed were pertinent and useful	34
5. The trainer was knowledgeable	35
6. The quality of instruction was good	35
7. The trainer met the training objectives	34
8. Class participation and interaction were encouraged	35
9. Adequate time was provided for questions and discussion	35
10. How do you rate the training overall?	34
11. I will continue to use these strategies	34
12. I will use these strategies in other settings	33
13. The strategies have proven to be an effective and efficient method for reducing minor behaviour problems	33
14. I feel these strategies were beneficial for my students with challenging behaviour	31
15. I will recommend and share these strategies with others	34
16. Overall, I feel comfortable with the strategies and consider them to be teacher-friendly (it did not take a lot of time) and simple to implement	33

Note: Each items score is out of a possible 35

actual classroom footage would have been more beneficial, as mentioned in this comment - *"The videos would be the only thing I would improve on, only because it's hard to see a real way of points made when they're staged. Maybe recorded incidents you see at preschool."* A number of teachers also commented that they may have benefited from additional 'one on one' assistance from the trainer - *"Perhaps assistance with the challenging child as the behaviour is happening in the classroom...talk us through it."* and *"More one on one with techniques."* Additionally some felt they would have benefited with the trainer being with them for a whole day (rather than the day being broken up). For example - *"Role play on the training nights (was useful), but having the trainer there when I was requiring assistance was invaluable."* One teacher felt there needed to be more discussion around difficult behaviours that were more challenging. Also, there were requests for additional sessions, for example - *"A follow-up session after training for feedback or to ask questions."*

Additional comments were largely positive in nature. Teachers felt the strategies helped them work more effectively with children displaying difficult behaviours. Many commented that they felt more confident in behaviour management strategies - *"The new strategies are excellent and they work. The more I employ, the more confidence I gain and the more effective the strategies become."* Teachers felt they were more aware of making sure they increased their positive interactions - *"I am very aware of my interactions with the children and how I am talking to or praising them."* and that having an individual plan for each target child was useful - *"I have a clear direction and plan of action when dealing with children. It has given me more confidence and skills to better my teaching practice."* The comments highlighted that the teachers felt less stressed, they felt the environment was calmer and the team was more consistent. For example - *"I am not getting as stressed, because I now have practical skills, knowledge and the right words to say to children..."*, *"By focusing on the positives it makes the environment a lot calmer, children start copying it (the positive*

behaviour) *and they know what is expected of them...*” and “*I think this new approach has made me feel more positive and friendly and that our team is a better unit because we are all on the same page.*”

Chapter Four

Discussion

The aim of the present study was to examine the effects of training a team of early childhood teachers in effective behaviour management strategies. Four questions were addressed. The first question asked what the teachers were currently doing to encourage good behaviour and manage misbehaviour. The second examined the degree of correspondence between teacher self-reports and actual observations of their behaviour. The third aimed to measure the degree of change in teacher and child behaviour during and after a four hour teacher training programme in behaviour management. The fourth question asked whether increased teacher attention to appropriate child behaviour resulted in increased levels of appropriate child behaviour. This chapter examines the conclusions which can be drawn from the results and discusses the implications of these results for future research into teacher professional development in behaviour management in early childhood centres.

Initial teacher behaviour

Data gathered during the Baseline phase provided a fairly clear indication of the teachers' current interaction style and their current behaviour management strategies. It was evident that the teachers' understanding of descriptive praise as a tool to increase appropriate behaviour was limited. For all six teachers the rate of descriptive praise statements fell below a mean of 2.1, with four of the teachers falling below a mean of 1.4 statements per 15 minutes. Although there were adequate levels of interaction, there were few occasions where teachers provided positive reactions to either child behaviour or child talk.

During Baseline observations teachers often gave requests to children. However they seldom provided feedback to the child's appropriate or inappropriate responses to the request.

If a request had been given and the child responded appropriately that was the end of the interaction. This limited the learning which was possible from the interactions.

Although the three target children often engaged with the centre teachers, the teachers made few systematic attempts to reinforce appropriate behaviour or teach pro-social ways of playing with others. For example, during an observation of Teacher 3, Child 1 was sitting next to the teacher for the whole observation period, playing cooperatively, yet no attention was given to the child by the teacher. In another example Child 2 was putting away blocks, next to Teacher 5. The child kept looking at the teacher, smiled and tapped the teacher to show the teacher their appropriate behaviour, yet no attention or positive feedback was given by the teacher. As a result, Child 2 left the area, however, only to be called back a few minutes later to put the blocks away. Howes, Phillipsen & Peisner-Feinberg (2000) suggest that some teachers may consider it easier to have low levels of interaction or to isolate a child with problem behaviour rather than to strive for positive interactions. Thus many valuable learning opportunities are lost.

One possible reason for the limited number of praise statements which were observed may have been that some of the teachers were confused about the effects of praise. During the first training session several of the teachers commented that during their pre-service training they had been told that praise could be detrimental to a child's development. This suggests that some of the teachers had misconceptions regarding the use of praise, the difference between non-contingent and contingent praise, and the effects of each.

Buyse et al. (2008) discuss how intervention studies have placed a large focus on the individual child, rather than emphasising the impact that teacher behaviour and classroom climate have on the child. They highlight the importance of teachers changing their behaviour patterns to improve their levels of sensitivity and emotional involvement in ways which

enhance positive classroom climates beneficial to the teacher-child relationship. The data collected during Baseline, supported by the anecdotal notes, demonstrated that the teachers in this present study would benefit from an in-service training course that focused on strategies, such as descriptive praise, to improve the teacher-child relationship, build cooperation in children and build a positive academic and social environment.

Correspondence Between Teacher Self Reports and Observational Data

The self-rating reflective teacher questionnaire conducted between the Baseline and the Intervention Phases produced results that contradicted the observational data. Other than Teacher 3, the teachers rated themselves as practicing the majority of the behaviours in the questionnaire either ‘most of the time’ or ‘consistently’. Teacher 3 gave herself lower ratings. This suggests that the majority of the teachers felt confident in their skills surrounding the enhancement of pro-social behaviours. However, the skills mentioned in the reflective questionnaire were less visible during Baseline observations.

Early childhood teacher education in New Zealand is based on The New Zealand Early Childhood Curriculum, Te Whāriki (Ministry of Education, 1996). This encourages teachers to recognise children’s strengths and positive attributes, so naturally teachers may feel that they are utilising positive practices. The self-rating reflective teacher questionnaire data suggests that the Teachers felt that they were currently building on children’s strengths and attributes. However, the Baseline observational data suggests that their understanding surrounding the use of contingent praise, as a tool to build on children’s strengths and attributes, was limited.

The reflective questionnaires completed post Follow-up showed a clear match between the teachers’ beliefs regarding their practice and the observational data gathered during the Intervention and Follow-Up phases. All the teachers indicated instances where they felt they

were consistently utilising positive behaviour guidance strategies, and this factor was especially evident during the Intervention phase.

Changes in Teacher Behaviour

The present results suggest that change in behaviour management strategies and teacher practice at the preschool level is possible when the whole teaching team is trained collectively. This is consistent with the claim by Shernoff and Kratochwill (2007) that in order to maintain change all teachers within the school need to be involved. The present in-service training programme was short in nature compared to other behaviour management training programmes currently on offer in New Zealand. However, the difference in this programme was the involvement of the whole teaching team. This factor allowed the development of team consistency in behaviour management strategies.

The training programme produced a number of changes in the behaviour of all six teachers following training. These included an improvement in the use of descriptive praise and a reduction in 'no-response'. The use of descriptive praise as a tool to encourage appropriate behaviour was a large component of the training programme. The teachers were trained to give descriptive praise contingent on the appropriate behaviour, thus highlighting to the child the teacher's expectations regarding appropriate behaviour. In addition, teachers became more conscious of when to praise individual children. Much of the descriptive praise occurred during group activities, involving social skills such as turn taking, sharing, listening and working well together. For example, while tidying away the blocks, Teacher 1 was giving both descriptive and positive praise. In turn the children were very eager to help and the environment was calmed during a period which can sometimes become hectic and unfocused. Another example involved Teacher 6 who had made an effort to include children in the centre routines (e.g. preparing tables for lunch). As they assisted her, she gave

descriptive praise to each child. As a result the children were eager to assist and the environment became more relaxed and the children more engaged.

Following the training the teachers came up with their own strategy for communicating amongst themselves using hand signals to identify children who should receive descriptive praise following implementation of a negative consequence. In the pre-school environment teachers are often spread over a wide area, so this form of communication proved to be very effective and resulted in greater consistency amongst the team. It was also encouraging to see that after the training the teaching team was taking a pro-active approach in enhancing the preschool's behaviour management strategies.

For all the teachers except Teacher 6 the rate of descriptive praise reduced during the Follow-Up phase, however it remained higher than at Baseline. Follow-up occurred seven weeks after the in-service training programme was conducted. Teacher 6 however maintained her increased use of descriptive praise at Follow-up. Interestingly, Teacher 6 was a graduate teacher who viewed the training as being useful for her registration and professional development and who, therefore, placed much emphasis on developing the skills taught during training.

The drop in the rate of no-response to a child's behaviour after a teacher's request was also encouraging, as this indicated that the teachers in this study were aware of how their interactions with a child could either enhance or diminish cooperation. This is consistent with the view of Webster-Stratton (1999) who argues that when teachers attend to a specific behaviour, children learn that this behaviour is valued by the teacher.

The observational data revealed few changes in the teachers' responses to misbehaviour. Although the teachers did try to use some of the techniques a number of them

still required some assistance. This included assistance in the implementation of the ‘Sit and Watch’ strategy, the use of redirection and the use of the behaviour management template.

Overall the in-service training programme saw teachers change their professional practice and implement positive proactive strategies in building cooperation in young children. The results are consistent with Langley’s (1997) research where training which involved prompting, practice and feedback was effective in enhancing changes in teacher behaviour, with specific reference to increases in positive responses to child behaviour and decreases in negative responses. However, differences between the teachers remained following training. Myers, Simonsen and Sugai (2011) suggest that the application of group professional development programme may not suit all teachers and the implementation of supports, targeting the training needs of individual teachers, may increase the prospects of teachers investing in their own behaviour change.

Changes in Child Behaviour and the Relationship Between Teacher Attention to Appropriate Behaviour and Child Behaviour

The present study collected two sets of data on changes in child behaviour. The first was change in the behaviour of all children and the second was change in the behaviour of the three target children.

This study found that an increase in teacher praise was accompanied by an increase in appropriate behaviour and decrease in inappropriate behaviour – though the fact that a child’s behaviour was only recorded when interacting with the teacher being observed would have had some bearing on the results. These results are consistent with those of Hester, Hendrickson and Gable (2009) who found evidence for strategies such as contingent praise (and planned-ignoring and classroom rules) as being beneficial in establishing safe, predictable and positive classroom environments, enhancing the likelihood for all children to

be successful learners. The findings of the present study are also consistent with the results of previous research that has found contingent praise to be an effective strategy to increase cooperation and on-task behaviour in children demonstrating difficult behaviour (Allday et al., 2012; Fullerton et al, 2009). Webster-Stratton et al. (2008) also argue that teachers who give higher levels of positive praise are more inclined to encounter children with fewer behavioural difficulties.

Conclusions regarding changes in the behaviour of the target children are difficult to draw because these children were often with teachers other than the teacher selected for observation during the 15 minute segment. Child 1 was involved in the least number of teacher-child interactions in all three phases, with only three instances of behaviour noted during all the observations at the Follow-up phase (two appropriate and one inappropriate). Anecdotal notes reveal although during Follow-Up Child 1 was often in the vicinity of the teacher being observed he received minimal positive attention, even though he was demonstrating positive behaviours. In other words, Child 1 was an 'invisible' child despite the in-service training stressing the importance of recognising the 'invisible child'. The post Follow-Up scores on the CSDS indicate that the teachers did view Child 1 as having improved greatly in his social development. In fact he received the highest CSDS score for all three of the target children. Although this improvement is encouraging, the fact that he received little attention after the intervention is concerning, and draws attention to the need to target specific teacher behaviours that are affecting specific children.

For Child 2 the post Follow-Up CSDS score (118.33) was above the cut-off of 115. The teachers perceived Child 2 as demonstrating stronger social competencies after the intervention, and this was demonstrated with a considerable rise in the number of appropriate behaviours during the Intervention phase. However, at Follow-Up the number of appropriate behaviours dropped significantly, though remaining higher than initial Baseline scores.

Webster-Stratton (1999) argues that positive teacher reinforcement may be required for several years before a child can internalise the positive messages and self-regulate their social responses. In the case of Child 1 and 2 this factor appeared to have been forgotten from the initial training, indicating that future training programmes need to be accompanied by additional follow-up sessions and coaching in the months which follow.

The observational data for Child 3 are uninterpretable. The increase in appropriate behaviour at Follow-Up for Child 3 occurred after the teachers had written a behaviour management plan for Child 3 with the trainer. This was placed in the office for all teachers to see, accompanied by the New Zealand Teaching Pyramid (contained in the Training Manual, Appendix 17). The feedback and advice from the trainer, the re-utilisation of reminder strategies and the implementation of a new behaviour management plan, outlining positive behaviour management approaches, may have contributed to this increase as the teachers were once again aware of the strategies needed for change. This factor highlights the need for teachers to have reminder strategies when establishing new professional practices. This phenomenon was also observed by Giller (2011) where it was observed that the teacher in possession of a wrist counter (to record praise) gave more attention to positive child behaviours. Even though the teachers in the present study were given tools to remind them to use contingent praise, only a few were utilising these tools at Follow-up.

Observational Procedures and Data Collection – Practicality and Implications

The direct observations undertaken at Baseline, Intervention and Follow-up were employed to gain insight into how the teachers implemented simple positive behaviour management strategies and the effects that this had on the children in their care. The observation scheme enabled the researcher to view the type of requests given by the teacher,

the child's appropriate or inappropriate response and the type of response given by each individual teacher in response to the child's behaviour.

The observational procedures required each of the six teachers to be observed individually. This occurred during a 15 minute time allocation, for a total of eight times per phase. Previous studies (e.g. Langly, 1997, Giller, 2011) have recorded teacher behaviour as a group, and in individual children. This study did the opposite. Though the change in child behaviour was important, it was the change in individual teacher behaviour which was the main training outcome selected for observation. The interobserver reliability data indicated that the observational procedure was reliably applied.

However, as mentioned earlier, data collection which focused on teacher behaviour meant that child behaviour was only recorded when an interaction occurred between an observed teacher and a child. This meant that the change in child behaviour was dependent in part on teacher behaviour. This correlation can be seen in Figures 1 to 6. Another issue that became apparent during the observations was that there were times when that the target children were not with the teacher being observed. This limited the data which could be collected on target children's behaviour. For example, during the Intervention phase Child 3's interactions were often with teachers not being observed at the time. This current project was limited to the number of observers, with one main observer and an assistant for reliability checks, who observed for 20% of the observations. To gain an overall view as to whether the collective change in teacher behaviour had an effect on target children's behaviour the employment of an additional observer, solely used for collection of target children data, would have been beneficial.

The researcher understood that the observational data on the target children would be limited, therefore the CSDS was used to collect the teachers' perceptions of the change in the

target children's behaviour. All six teachers, plus the head teacher, completed a pre and post intervention scale for each target child and there was considerable agreement between the CSDS scores of the 6 teachers.

One problem which was encountered was the tendency for teachers to ask questions during the observations, even though teachers were asked to wait until after the observations. These interruptions were handled by stopping the timer then resuming the observation from the time it was stopped. The teacher was then asked to wait until the observation had finished. In the future it may be beneficial to have the trainer and the observers as separate people.

The collection of observational data is always difficult in early childhood education centres because of the variety of areas being in use at one time. Future studies may require some creative thinking from researchers that apply to each individual centre. For example video cameras could be used to track individual teachers and/or children. However the design of many early childhood education centres makes the use of video cameras difficult, as multiple cameras would be needed to cover the preschool. Another possibility is that the teachers might wear a recording device, after a period where they are desensitised to wearing them.

Implications for Future In-service Professional Development Programmes and Research in Early Childhood Settings

The inclusion of teacher ratings of the training programme and teacher feedback has allowed for reflection on ways to improve future professional development programmes. The perceptions of the teachers hold important data when considering future improvements. The course was rated highly on the majority of the items in the course evaluation, with most teachers feeling comfortable with the strategies introduced and finding the strategies feasible to implement. One component of the programme required the teachers to come up with their

own strategies when writing up individual behaviour management plans. When these plans were implemented there was a positive effect on target children's behaviour and the teachers were more inclined to use the strategies written in the plan, as demonstrated by the results for Child 3. Research suggests that if teachers identify strategies themselves then they are more inclined to use these strategies in the future (Carlson et al., 2011).

A number of teachers commented on their need for more one on one coaching and feedback in the development of their behaviour management skills. Reinke, Stormont, Webster-Stratton, Newcomer and Herman (2012) state that coaching has the ability to move evidence-based practices into classroom settings and that instruction needs to be accompanied by ongoing feedback. Though this study did involve some feedback, the amount given was limited to when the researcher was at the centre and was not making observations. Though some teachers felt confident in the strategies taught others felt they may have benefitted from extra instruction and feedback. The training of a behaviour specialist teacher, who is employed at the preschool and is confident in the evidence-based strategies, may offer a solution to teachers requiring additional support. This may be especially valuable when the initial trainer has moved on. This may prolong the initial effects of professional development, as in order to produce enduring behaviour change newly acquired skills need to be practised until they become automatic (Artman-Meeker & Hemmeter, 2012). The role of an on-site Behaviour Specialist Teacher would entail giving ongoing feedback on teachers' performance, while offering a platform for questions, answers and guidance. As Cavanaugh (2013) emphasises, it is critical that teachers have frequent access to feedback regarding their professional practice. A Behaviour Specialist Teacher could also act as a model in how to conduct certain strategies and provide support to teachers requiring more practice. This may be a more cost effective and practical solution to ensure that strategies taught in professional development courses are maintained. This is worthy of further research.

The relationship between the researcher and the teachers may also have influenced the change in teacher behaviour and needs to be acknowledged. The researcher had been employed as a teacher at the preschool two years prior to the research being undertaken and still had connections with the preschool due her son attending. Trust and respect between the teachers and the researcher had already been established, therefore the teachers were more willing to be part of the project and utilise the strategies taught. The researcher also had a deeper understanding of the teachers' professional development expectations. With the researcher still teaching herself there was more understanding of the challenges and demands that teachers face in today's preschools. This enabled the programme to be tailored specifically for the culture and underlying philosophy of the preschool. Future research and programme development may benefit from the designated trainers spending time with the teaching team prior to training to develop relationships, understand the teachers' challenges and gain a picture of their expectations.

A further implication, highlighted through the course feedback, was the teacher's abilities to communicate these strategies with family/whānau. Though teachers were encouraged to communicate the behaviour management strategies with parents, to ensure consistency across both environments, there were still requests from the teachers for assistance with parents. Combining both teachers and parents, from the same preschool, in future behaviour management research could potentially strengthen behaviour change in children with challenging behaviours. Little is known about this area of behaviour management research, as most studies tend to focus on the training of the teachers or the parents separately.

Conclusions

The four aims of this study were successfully addressed and the results showed promising change. The Baseline data demonstrated that the teachers employed at the preschool were in need of professional development in positive behaviour management. Additionally, the teachers' initial self-beliefs regarding their professional practice were not indicative of the practice observed. These findings indicate that initial teacher training is not always effective in equipping teachers with the skills needed to deliver effective behaviour management and that teachers may be unaware of effective evidence based practices. Interestingly Langley (1997) highlighted a number of unresolved issues regarding pre-service and in-service training which are still pertinent today. He deliberates on that fact that early childhood teachers are not specifically trained in any effective method that can be used to reduce inappropriate behaviour, and that to be effective training needs to involve instances of the trainer being onsite with the teachers. The only exception to this generalisation is the the Ministry of Education's publication '*Providing Positive Guidelines: Guidelines for Early Education Services*' (1998). However the inclusion of this document in pre-service training is minimal and more intense training needs to be provided to teachers undergoing initial teacher education. The Guidelines are also out of date. The Baseline results indicate that in class training, such as pre-service training, in itself is not enough to produce the level of skill required in today's early childhood centres. Training needs to occur under conditions that reflect typical practice, as demonstrated in the training programme developed in this study.

The in-service training programme developed for the present study was effective in establishing behaviour change in the teachers and the children. The change in both the teachers' and children's behaviour after the in-service training demonstrated how the use of simple strategies, such as the use of descriptive praise, can be used to build cooperation in three to five year old children. Children demonstrated an increase in appropriate behaviour which coincided with the increase in positive teacher attention. However, the drop in the rate

of positive attention to children's appropriate behaviour at Follow-Up indicates that in-service training requires on-going mentoring, supervision and feedback as has been argued by Fox, Hemmeter, Snyder, Binder & Clarke (2011).

Family/whānau also play an important role in their child's education at the preschool in which they are involved. New Zealand's multi-cultural environment means that each child and their family will have a number of unique developmental needs. Programmes that adopt an ecological approach, such as the one used in this current study, are likely to be more effective. This is because this type of model embraces the child and their family (Fox et al., 2002), and in some cases their teachers (Webster-Stratton, 2012). Considering that the New Zealand Early Childhood Curriculum, Te Whāriki, uses the ecological approach its inclusion may have been beneficial in the teacher training programme.

The New Zealand early childhood education environment is complex in nature, with the involvement of a higher number of teachers than in a traditional classroom. The programme in this study differed from other programmes currently being run in New Zealand in that the training involved a whole teaching team, rather than a collection of individual teachers. Having only one or two teachers from a preschool learning specific strategies at one time has the potential to be problematic and may not achieve the level of consistency which is required for effective behaviour management strategies. Thornton & Wansbrough (2012) emphasise the need for teachers to work collaboratively. They raise concerns that the collaboration between teachers during practice and the connections made with parents/whānau may be superficial. Although teachers may work in a team they may not be aware of what the other teachers are doing, and in turn what is happening within the home environment. The consistency of teaching practices across New Zealand early childhood education environments is something that needs to be addressed. This is especially pertinent when developing a professional development programme that aims to change teaching practice.

The involvement of the whole teaching team and the development of teacher-trainer relationships prior to in-service training has the potential to enhance the effects of the professional development. Throughout the Intervention and Follow-Up phases the teachers were encouraging each other, thus creating a positive and collaborative environment. Through the researcher having an understanding of the teachers' underlying practices and philosophies the training provided was sensitive to their needs. Future research into early childhood teacher professional development needs to identify the strategies which are going to be the most effective for the culture of the preschool. The same goes for professionals who are entering early childhood classrooms. As Carlson et al. (2011) have argued, professionals involved in behaviour management training need to identify programmes that are going to be effective in individual classrooms in order to change teachers' perceptions and practice. The use of group training is a step in the right direction for early intervention.

Researchers and professionals involved in positive behaviour management have many challenges to address when introducing professional development programmes in New Zealand Early Childhood Education. However the importance of early intervention in enhancing young children's social and emotional wellbeing cannot be underestimated. Effective in-service teacher training has the potential to change the development trajectory of children at risk of behavioural difficulties. Enabling teachers to gain simple strategies that can improve children's social, emotional and academic successes presents many lifelong benefits for children with behaviour difficulties. This includes the prevention of later conduct problems (Webster-Stratton et al., 2008). The present study has demonstrated how a simple in-service, cost-effective training programme, focused on training the whole team, can affect the professional practice of teachers and in turn enhance the social development of at risk children.

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APPENDIX

Appendix 1

**The Effects of a Brief In-Service Course on Teacher's Skill in
Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project**



Information Form for the Centre Manager/Owner

Kia ora Desley and Nathan

My name is Joanna Phillips and I am currently doing research for my Master's Thesis. The purpose of this research is to explore the effects of training early childhood teachers in the effective use of using positive teaching strategies to increase cooperative behaviours in 3 to 5 year old children in an early childhood centre. My primary interest is the way teachers respond to appropriate and inappropriate behaviour in the preschool. After the training I will be observing if there are any changes in the way teachers address misbehaviour, and if as a result of the training children's cooperation increases. My thesis is being supervised by Gaye Tyler-Merrick and Dr John Church.

The research will involve a training programme designed to equip teachers with effective positive teaching strategies to increase appropriate behaviour and decrease inappropriate behaviour. It is hoped that with training there will be an increase in positive teacher responses to co-operative behaviours in children.

As this research is focusing on the professional development of teachers I will be requesting permission from you to allow your preschool to be part of this study. Being involved in this research will require a number of tasks to be completed by the teachers in your centre. This includes:

- Participation in two teacher training evenings which will run for a total of 2 hours each. These evening will be held no more than 14 days apart.
- Completing four self reports, including one before the training, one after training and two follow up reports of their perceptions of their positive teaching strategies in the preschool.
- Selecting four children for observations independently of the other teachers via a teacher Nomination Form and Social Development Rating Scale.
- Being willing to be observed in the natural teaching environment. This will involve observations lasting 30 minutes over a period of approximately 6 weeks, with follow up observations 1 month and 2 months after the teachers training. Nicola Lotz will also be assisting with data collection.
-

Please note that nothing will change in the preschool - 'everything will just carry on as it normally does'. During the data collection phases, my research assistant, Nicola Lotz, and I will be here most Tuesdays and Wednesdays taking the observations – so please feel free to ask me any questions during this time. Please note that anonymity cannot be promised as the teachers and the centre director/owner may be able attribute particular comments in the final report. The names of the teachers, the children and the preschool will not be used in any report, conference, presentation or publication. Additionally, pseudonyms will be used in an effort to reduce the risk of identification.

The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years. At the end of the project, I will give a summary of the study directly to you the Centre Manager/owner, and request that you can post this summary in your centre's newsletter for your parents to view and share with the teaching team.

Please remember that participation is voluntary and that all participants have the right to withdraw at any stage without penalty up to the end of October 2013. If a participant chooses to withdraw, I will do my best to remove any information relating to them, provided this is practically achievable.

If you any questions during any stage of the research you are most welcome to contact me at the details below, or my senior supervisor, Gaye Tyler-Merrick at gaye.tylermerrick@canterbury.ac.nz or phone 03) 345-8380.

This research project has received ethical approval from the University of Canterbury Educational Research Human Ethics Committee, and you have any concerns or complaints these can directed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

If you understand and agree to take part in this study please complete the attached consent form and I will collect this from you at the end of the week.

Many thanks

Joanna Phillips

Phone: 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz

Senior Supervisor

Gaye Tyler-Merrick

Phone: (03) 345-8380

Email: gaye.tylermerrick@canterbury.ac.nz

**The Effects of a Brief In-Service Course on Teacher's Skill in
Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project**



Information Form for Teachers

Kia ora Kylee,

My name is Joanna Phillips and I am currently doing research for my Master's Thesis. The purpose of this research is to explore the effects of training early childhood teachers in the effective use of using positive teaching strategies to increase cooperative behaviours in 3 to 5 year old children in an early childhood centre. My primary interest is the way teachers respond to appropriate and inappropriate behaviour in the preschool. After the training I will be observing if there are any changes in the way teachers address misbehaviour, and if as a result of the training children's cooperation increases. My thesis is being supervised by Gaye Tyler-Merrick and Dr John Church.

The research will involve a training programme designed to equip teachers with effective positive teaching strategies to increase appropriate behaviour and decrease inappropriate behaviour. It is hoped that with training there will be an increase in positive teacher responses to co-operative behaviours in children.

As this research is focusing on the professional development of teachers I will be requesting permission for you, and your preschool, to be part of this study. Being involved in this research will require a number of tasks to be completed by the teachers in your centre. This includes:

- Participation in two teacher training evenings which will run for a total of 2 hours each. These evening will be held no more than 14 days apart.
- Completing four self reports, including one before the training, one after the training and two follow up reports of their perceptions of their positive teaching strategies in the preschool.
- Selecting four children for observations independently of the other teachers via a teacher Nomination Form and Social Development Rating Scale.
- Being willing to be observed in the natural teaching environment. This will involve observations lasting 30 minutes over a period of approximately 6 weeks, with follow up observations 1 month and 2 months after the teachers training. Nicola Lotz will also be assisting with data collection.
-

Please note that nothing will change in the preschool - 'everything will just carry on as it normally does'. During the data collection phases, my research assistant, Nicola Lotz, and I will be here most Tuesdays and Wednesdays taking the observations – so please feel free to ask me any questions during this time. Please note that anonymity cannot be promised as the teachers and the centre director/owner may be able attribute particular comments in the final report. The names of the teachers, the children and the preschool will not be used in any report, conference, presentation or publication. Additionally, pseudonyms will be used in an effort to reduce the risk of identification. The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years.

At the end of the project, I will give a summary of the study directly to the Centre Manager/owner, and request that that she post this summary in your centre's newsletter for your parents to view and share with the teaching team.

Please remember that participation is voluntary and that you have the right to withdraw at any stage. If you do participate, you have the right to withdraw from the study at any time without penalty up to the end of October 2013. If you withdraw, I will do my best to remove any information relating to you, provided this is practically achievable. .

If you any questions during any stage of the research you are most welcome to contact me at the details below, or my senior supervisor, Gaye Tyler-Merrick at gaye.tylermerrick@canterbury.ac.nz or phone 03) 345-8380.

This research project has received ethical approval from the University of Canterbury Educational Research Human Ethics Committee, and you have any concerns or complaints these can directed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

If you understand and agree to take part in this study please complete the attached consent form and I will be in to collect this from you at the end of the week.

Many thanks

Joanna Phillips

Phone: 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz

Senior Supervisor

Gaye Tyler-Merrick

Phone: (03) 345-8380

Email: gaye.tylermerrick@canterbury.ac.nz

**The Effects of a Brief In-Service Course on Teacher's Skill in
Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project**

Teacher Consent Form

I give permission for my participation in the research study titled 'The Effects of a Brief In-service Course on Teacher's Skill in Building Cooperation in Three to five Year Old Children.'

I have read and understood the information given to me about the research project and what will be required of me throughout the research. I have also been given the opportunity to ask any questions.

I understand that due to the risk that teachers and the centre director/owner may be able to attribute particular comments in the report that anonymity cannot be assured. However, I understand that anything I record or write during this research project will be treated as confidential and that pseudonyms will be used. No findings that could identify me or the preschool community will be published. The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years. The resulting report(s) will not contain any identifying details about me, the children involved or the preschool. The names of the teachers, the children or the preschool will not be used in any report or conference or publication. I also understand that observations will be made by Joanna and (Name of research assistant), who will be assisting with data collection.

I understand that participation in this project is voluntary and that I can withdraw from the project up to the end of October 2013 without having to give a reason.

I understand that a summary of the study will be available to me and that I can contact Joanna for further information.

If I have any complaints I know that I can contact the Chair, University of Canterbury Educational Research Human Ethics Committee.

Name: _____

Date: ____/____/____

Signature: _____

If you would like the summary sent to you please provide your email or mailing address below

Email: _____ Address: _____

Please return this consent form to [redacted] by the end of the week.

Kind regards

Joanna Phillips

Phone: 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz

**The Effects of a Brief In-Service Course on Teacher's Skill in
Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project**



Centre Manager/Owner Consent Form

I give permission for the participation in the research study titled 'The Effects of a Brief In-service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children.'

I have read and understood the information given to me about the research project and what will be required of me throughout the research. I have also been given the opportunity to ask any questions.

I understand that due to the risk that teachers and the centre director/owner may be able to attribute particular comments in the report that anonymity cannot be assured. However, I understand that anything I record or write during this research project will be treated as confidential and that pseudonyms will be used. No findings that could identify me or the preschool community will be published. The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years. The resulting report(s) will not contain any identifying details about me, the children involved or the preschool. The names of the teachers, the children or the preschool will not be used in any report or conference or publication. I also understand that observations will be made by Joanna and (Name of research assistant), who will be assisting with data collection.

I understand that participation in this project is voluntary and that participants can withdraw from the project up to the end of October 2013 without having to give a reason.

I understand that a summary of the study will be available to me and that I can contact Joanna for further information.

If I have any complaints I know that I can contact the Chair, University of Canterbury Educational

Research Human Ethics Committee.

Name: _____

Date: ____/____/____

Signature: _____

If you would like the summary sent to you please provide your email or mailing address below

Email: _____ Address: _____

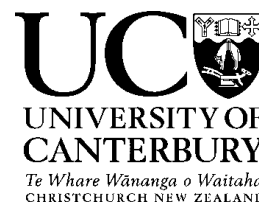
Please have this form ready for collection at the end of the week.

Many Thanks

Joanna Phillips

Phone: 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz



The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children

A Master's Thesis Project

Parent Information

A Kia ora, my name is Joanna Phillips and I am currently doing research for my Master's Thesis. I am going to provide all the teachers with a brief in-service course based on the Incredible Years Teacher training package. My primary interest is the way teachers respond to appropriate and inappropriate behaviour in the preschool. After the training I will be observing if there are any changes in the way teachers address misbehaviour, and if as a result after training children's cooperation increases. My thesis is being supervised by Gaye Tyler-Merrick and Dr John Church.

_____ have agreed to be part of this study as part of their professional development. My research assistant, Nicola Lotz, and I will be taking observations of the teachers and, with your permission, some children, as your child may be selected.

This is what will happen

- [REDACTED] will identify children who are still experiencing difficulty in following instructions, cooperating with others or exercising self-control with behaviour. Your child may or may not be selected.
- [REDACTED] will also complete a short Social Development Rating Scale for the selected children.
- From here my research assistant, Nicola Lotz, and I will take observations of both the teachers and the children. This will involve observations lasting 30 minutes, 2 times a week, over a period of approximately 6 weeks, with follow up observations 1 month and 2 months after the teachers' training has finished. We will be observing the teachers interactions with the selected children.
- Nothing will change in the preschool 'everything will just carry on as it normally does'.
- During the data collection phase I will be here most Tuesdays and Wednesdays taking the observations – please feel free to ask me any questions.
- Participation is voluntary.
- The names of the teachers, the children or the preschool will not be used in any report, conference, presentation or publication. Additionally, pseudonyms will be used in an effort to reduce risk of identification. The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years.

At the end of the project, I will give a summary to [REDACTED] the Centre Manager, and this summary will be given to you via your preschool newsletter or you can phone me directly for an individual copy.

If you any questions during any stage of the research you are most welcome to contact me at the details below, or my senior supervisor, Gaye Tyler-Merrick at gaye.tylermerrick@canterbury.ac.nz or phone (03) 345-8380.

This research project has received ethical approval from the University of Canterbury Educational Research Human Ethics Committee, and you have any concerns or complaints these can directed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch. (humanethics@canterbury.ac.nz).

Thank you for agreeing to help.

Joanna Phillips

Phone: 021 0232 1094

Email: joanna.phillips@pg.canterbury.ac.nz

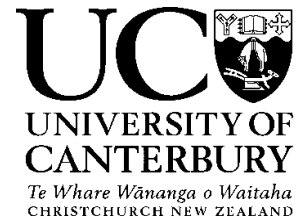
Senior Supervisor

Gaye Tyler-Merrick

Phone: (03) 345-8380

Email: gaye.tylermerrick@canterbury.ac.nz

The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project



Parent/Caregiver Consent Form

I give permission for my child, _____, to participate in the research study titled 'The Effects of a Brief In-service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children.'

I have read and understood the information given to me about the research project and what will be required of my child/the child in my care if he/she should be selected.

I understand that anything my child does during this research project will be treated as confidential and that pseudonyms will be used. No findings that could identify my child or his/her preschool will be published. The information collected will be kept in the strictest confidence and will be stored in locked filing cabinets in a room allocated to the project at the University, and will be destroyed after five years. The resulting report(s) will not contain any identifying details about my child, their teacher or the preschool. The names of the teachers, the children or the preschool will not be used in any report or conference or publications. I also understand that observations will be made by Joanna and (Name of research assistant), who will be assisting with data collection.

I understand that the results will be available via the Centre Manager, the newsletter or by phoning Joanna directly.

I understand that participation in this project is voluntary and that, if selected, I can withdraw my child or he/she can withdraw from the project up to the end of October 2013 without having to give a reason. I also understand that if I have any complaints I know that I can contact The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

Please place this form in the attached confidential envelope and return it to Desley or Kylee by the end of this week.

Name: _____ Date: ____/____/____

Signature: _____

If you would like the summary sent to you please provide your email or mailing address below

Email: _____ Address: _____

Kind regards

Joanna Phillips

Phone: 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz

**The Effects of a Brief In-Service Course on Teacher's Skill in
Building Cooperation in Three to Five Year Old Children
A Master's Thesis Project**

Information and Consent Sheet for Children

(for the Parent/Caregiver/Teacher to read to the child)

Joanna is doing a project at the university. She is going to work with your teachers to watch how you listen to them. She and her helper, (name of research assistant), will watch you play and take notes about what you do and how you do it. She will also be helping the teachers learn about ways to help you listen and play well.

During this time, everything will be just the same - nothing will change.

Joanna will do some writing about what you do. If you are selected, you will be given a code name so that no-one will know your name, our names, the teachers' names or the name of your preschool.

We, Mum/ Dad/caregiver/teacher (as applicable) know what is happening as well. If you have any questions you can talk to me, Mum, Dad, your teachers or to Joanna (as applicable). If you change your mind about being in the project, that's fine, too. All you have to do is to tell me (Mum, Dad, caregiver, teacher or Joanna, as applicable). Is this O.K. with you?

Yes No

Thank you for helping with the project.

Child's name: _____

Signed parent/caregiver/teacher: _____

Date: ____/____/____

Joanna Phillips

Telephone: +64 021 0232 1094

Email: Joanna.phillips@pg.canterbury.ac.nz

Appendix 8

The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children A Master's Thesis Project



Teacher Nomination Form

Preschool: _____ Session: _____

Teacher's initials : _____ Today's date: __/__/__

Instructions

1. Please read the definition of below, and write down the names of any children in your preschool who qualify as "children with behaviour difficulties".
2. When completed, pass this form to your Head Teacher.

Definition – Children with behaviour difficulties

Please list any children in your preschool who (a) comply with teacher instructions much less frequently than other children of the same age and any children who (b) engage in antisocial behaviour much more frequently than other children of the same age.

	<i>Nominated Child</i>
1	
2	
3	
4	

Frequently Asked Questions

Q What do you mean by antisocial behaviour?

A Antisocial behaviour includes any behaviour which is widely regarded as socially unacceptable.

Q Does a child have to be both non-compliant and antisocial in order to be nominated?

A No. You should list the children who follow your instructions less frequently than other children, you should list the children who engage in unacceptable behaviour more frequently than other children and you should list the children who do both of these things.

Q I have a girl who bosses and bullies other children but she is not disruptive. Should I list her?

A Yes, girls with behaviour difficulties are sometimes overlooked. It is particularly important that you do not overlook any girls who meet this definition.

Q One of the children is developmentally delayed and engages in lots of inappropriate behaviour at preschool. Do I list her?

A If the child meets the definition, then list her.

Q One of the children has Autism and his interactions with other children are often socially inappropriate. Do I list him?

A If the child meets the definition, then list him.

Q I am not sure whether to list child X or not?

A If you can't decide whether to list a child or not, then list them. It is important that all of the children who may be at risk be identified at this first stage of the screening process.

The Effects of a Brief In-service Course on Teacher's Skill in Building Cooperation in Three to Four Year Old Children.

Social Development Scale

To be completed by the teacher. Use this Scale for 3 and 4 year old children

(Please select where necessary)

Preschool:		Child Initials:		Gender	
				Girl <input type="checkbox"/>	Boy <input type="checkbox"/>
DOB:		Age:	yrs months	Ethnicity:	
Does this child have a disability?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, name the disability					
Has the preschool received extra assistance for this child within the past 12 months? e.g. from GSE, Project early, etc.				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the preschool currently receive extra assistance for this child? E.g. from GSE, Project Early, etc.				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is this child on the GSE/Project Early/other waiting list?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does this child currently receive 2 or more hours per day of teacher aide assistance?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
For how long have you had day-to-day contact with this child?			Weeks		
This scale completed by: (initials only)			Date:		

For Office Use Only	Part 1	
	Part 2	
	Total	

Instructions for Teachers

The scale which follows consists of descriptions of 30 different social behaviours.

- 1 Please decide whether each of these behaviours is one which the named child engages in 'very frequently', 'often', 'about half the time', 'occasionally' or 'not at all' and *place a circle* around the appropriate number.
- 2 When making these decisions, please take into account only the behaviour which you yourself have seen. It is most important that you do not allow your judgement to be influenced by what other people have told you.
- 3 When making these decisions, please take into account only the behaviour which you have seen during the past four weeks. It is most important that you do not allow your judgement to be affected by events which have happened at some earlier time
- .
- 4 When making these decisions, please record your immediate or first impression. Do not spend time pondering over individual behaviours
- .
- 5 Please complete every item. An incomplete scale cannot be used.
- 6 Each scale takes about 10 minutes to complete. Please select a period of time when you know that you will be free from interruptions to complete the scale.
- 7 After completion, please return your Scale(s) to your Head Teacher.

Thank you for your assistance.

Part 1	(Please select one number for each item)				
	Very frequently	Often	About half the time	Occasionally	never
1. Knows and complies with centre limits and boundaries.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Complies promptly with teacher instructions.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. Joins adult directed activities (e.g. coming to the mat) as soon as this is signalled or requested.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
4. Persists with (continues to work on) tasks when left unsupervised.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. Uses polite remarks/requests to gain the attention of peers.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
6. Responds appropriately when other children try to interact socially with him/her.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
7. Shows interest in what others are saying during conversations, e.g. by nodding, smiling, commenting etc.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
8. Shows appreciation when others offer to help, e.g. by smiling, saying 'thank you', etc.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
9. Takes his/her turn when others are waiting.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
10. Eats, drinks and behaves appropriately during kai time/snack time.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
11. Compromises with others when conflicts or disagreements arise.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
12. Offers toys to, and shares toys with others.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
13. Approaches peer groups in a way which results in acceptance into the current group activity or conversation.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
14. Associates with a range of typically developing peers.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
15. Expresses anger appropriately (without becoming destructive or violent).	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

Part 2	(Please select one number for each item)				
	Very frequently	Often	About half the time	Occasionally	never
1. Ignores initial requests and directions even though he/she has heard them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Reacts in a cheeky or impertinent way to requests or directions from adults.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Continues talking after others have indicated that they would like to comment or that they would like to get on with something else.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Interrupts or annoys others when they are working or relaxing on their own.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Disrupts the play or the activities of the other children.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Uses demands where others would use requests.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Continues to plead, nag, or whine after his/her initial request or demand has been refused.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Tries to get own way by throwing tantrums e.g. by sulking or shouting, or swearing and refusing to co-operate.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Continues to behave inappropriately after being reprimanded, warned, or asked to stop.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Says things which indicate that he/she doesn't care about the consequences of his/her inappropriate behaviour.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Shouts others down when he/she disagrees with them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Blames others when reprimanded for behaving inappropriately.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Acts violently towards others, e.g. shoves, hits, punches, or kicks others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Does things which put the safety of other children at risk (e.g. throws hard objects or hits with objects).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15. Behaves in ways which result in other students actively avoiding having to talk, play with him/her.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children

A Master's Thesis Project



Date: _____ Name: _____

Reflective Questionnaire for Teachers

Adapted from The Incredible Years Teacher Classroom Management Inventory: Teacher Attention, Coaching, Encouragement and Praise (Webster-Stratton, 2009)

Please reflect on your current practice and circle the number that applies to you the best

1 = Never 2 = Almost never 3 = Occasionally 4 = Most of the time 5 = Consistently

1. I use labelled praise statements with positive affect – I get close to the child, smile and gain eye contact.	1	2	3	4	5
2. I give praise immediately when appropriate behaviour occurs.	1	2	3	4	5
3. I give more attention to positive social behaviours than to inappropriate behaviours.	1	2	3	4	5
4. I have identified positive behaviours I want to praise immediately and give attention to, with all students.	1	2	3	4	5
5. I give frequent attention, praise and encouragement to students who are engaged and compliment following my directions.	1	2	3	4	5
6. When a student is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the student.	1	2	3	4	5
7. I communicate my beliefs to students that they can succeed and promote their positive self-talk.	1	2	3	4	5
8. I prompt children in the classroom to notice another child's special talent or accomplishment.	1	2	3	4	5
9. I use 'positive forecasting' statements to predict a child's success when s/he is frustrated.	1	2	3	4	5
10. I share my positive feelings (proud, happiness, joy, courage) when interacting with children at the preschool.	1	2	3	4	5
11. I use proximal praise strategically (e.g. praise nearby child for behaviour I want from another child).	1	2	3	4	5
12. My praise is sincere and enthusiastic with more difficult students when they are playing appropriately.	1	2	3	4	5

Appendix 11

The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children

A Master's Thesis Project



Course Evaluation

Rate the following questions using the 5-point scale, and then please give a short answer for questions 13 to 15 on the following page. Your feedback is anonymous.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The training met my expectations.					
2. I have been able to apply the knowledge learned.					
3. The content was organised and easy to follow.					
4. The materials distributed were pertinent and useful..					
5. The trainer was knowledgeable.					
6. The quality of instruction was good.					
7. The trainer met the training objectives.					
8. Class participation and interaction were encouraged.					
9. Adequate time was provided for questions and discussion.					
10. How do you rate the training overall?					
Questions on the strategies taught					
11. I will continue to use these strategies					
12. I will use these strategies in other settings;					
13. The strategies have proven to be an effective and efficient method for reducing minor behaviour problems.					
14. I feel these strategies were beneficial for my students with challenging behaviour;					
15. I will recommend and share these strategies with others;					
16. Overall, I feel comfortable with the strategies and consider them to be teacher-friendly (it did not take a lot of time) and simple to implement.					

13. What aspects of the training could be improved?

14. What aspects of the training have you found useful?

15. Has the training influenced your teaching practice? Please state why or why not.

Thank you for your feedback – your time and input is much appreciated 😊

**The Effects of a Brief In-Service Course on
Teacher's Skill in Building Cooperation in Three
to Five Year Old Children**

**Coding and
Instruction Manual**

Version 3

5th June 2013

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The Effects of a Brief In-Service Course on Teacher's Skill in Building Cooperation in Three to Five Year Old Children

This manual is written to assist researchers in the process of data collection

Step 1: Selection of teacher

The teachers to be selected must work at the centre on the days of observation (Tuesday and Wednesday) and be continuing employment at the centre for the duration of the observations. In addition any teacher who is currently undertaking professional development in behaviour management will not be included in the observations. Each teacher will be assigned a numbered code for the purpose of recording data.

Step 2: Selection of Students

Each teacher will be given a Teacher Nomination Form and will individually nominate four children who meet the definition of children with behavioural difficulties. To be nominated each child must:

- Meet the definition of a child with behavioural difficulties as stated on the Teacher Nomination Form.
- Attend the preschool on either a Tuesday or Wednesday.
- Must be 3 to 5 years of age.

These nominations will be compared to identify four children for observation.

Step 3: Use of The Social Development Scale

The Canterbury Social Development Scale will be used to identify the learning needs of the four selected children. Each teacher will complete one Social Development Scale for each child – a total of 4 forms per teacher.

Please ensure that:

- The cover sheet is completed with all of the student's details.
- That the teachers understand the instructions on the second page
- All questions are completed on both pages

Step 4: Observation Period

Each daily observation period will over 12, 15 minute sessions, these being:

9.00 – 9.15 : Transitions to group time and group time
9.15 – 9.30 : Group time
9.30 – 9.45 : Rolling morning tea and free plat
Break
10.00 – 10.15 : Rolling morning tea and free play
10.15 – 10.30 : Rolling morning tea and free play
10.30 – 10.45 : Free play
Break
11.00 – 11.15 : Free play
11.15 – 11.30 : Free play
11.30 – 11.45 : Free play
Break
12.00 – 12.15 : Transition to lunch and lunch time
12.15 – 12.30 : Transition to lunch and lunch time
12.30 – 12.45 : Transition to lunch and lunch time

For each day of observation day there must be a total of two 15 minute time sessions allocated to each teacher. When you begin a new session please ensure that the teacher chosen is different from the one in the previous session. See example below.

Session	Teacher for Observer	Teacher for Reliability Observer
9.00 – 9.15 : Transitions to group time and group time	1	
9.15 – 9.30 : Group time	2	
9.30 – 9.45 : Rolling morning tea and free plat	3	
Break		
10.00 – 10.15 : Rolling morning tea and free play	4	

10.15 – 10.30 : Rolling morning tea and free play	5	
10.30 – 10.45 : Free play	6	
Break		
11.00 – 11.15 : Free play	1	
11.15 – 11.30 : Free play	2	
11.30 – 11.45 : Free play	3	
Break		
12.00 – 12.15 : Transition to lunch and lunch time	4	
12.15 – 12.30 : Transition to lunch and lunch time	5	
12.30 – 12.45 : Transition to lunch and lunch time	6	
Finish		

During the base-line and post-intervention and follow-up conditions (a total of 12 hours of observations per phase) there must be a total of 2 hours of observations of each teacher. If a teacher is absent on one of the observations days time will be made to collect the additional data.

Recording Forms

There is one daily planning sheet and one recording form. Please ensure that for each session that separate recording forms are used.

Instructions:

1. At the beginning of each observation day complete the daily planning sheet.
2. Complete a new recording form for each session.
3. During reliability tests both researchers are to begin recording at the same time and will have their own form for each session.
4. Record the following information in the provided columns:

Column 1: Line indicator

Column 2: Teacher – record the teachers code here.

Column 3: Teacher compliance request

If the request is positive in nature (the request states what the teacher wants the child to do rather not to do) please circle the most appropriate letter:

R = request: For example “Please come and help me tidy the toys.”

Q = question: For example “Can you please help tidy away the toys?” In the case where the pre-school has a rolling kai system (e.g. multiple opportunities to eat) then only in the last call for kai should the question “Would you like to join us for kai?” be included. *

S = Signal: For example a wave to call the child to the teacher, fingers to the lips to indicate for the child to be quiet or the ringing of a bell.

If the request is negative in nature (the request states what the teacher doesn’t want the child to do) please circle the most appropriate letter and place a cross through it:

R = request: For example “I don’t want to hear any talking from you at mat time”

Q = question: For example “Can you make sure you don’t make a big mess?”

S = Signal: For example a stern look before any negative behaviour occurs.

*Please note that the focus is on requests for compliance where there will be positive or negative consequences depending on the reaction from the child. When the statement, question or signal does not have any implied consequences (e.g. how did you make that colour?) then this is considered scaffolding and is not to be included in this column.

Column 4: Child’s response/behaviour – according to the behaviour displayed by the selected child please circle the code that applies.

- **App = Appropriate behaviour refers to:**
 - ✓ Cooperating with the teacher’s request.
 - ✓ Beginning the activity and continuing with the activity that is expected.
 - ✓ Listening, attending and continuing to attend.
 - ✓ Engaging in socially appropriate interactions with peers, teachers and other adults.
 - ✓ Ceasing behaviour considered inappropriate in the preschool within 3 seconds.
 - ✓ Failing to comply due to a good reason – such as saying they need to go to the toilet before they come to mat time.
- **Inapp = Inappropriate behaviour refers to:**
 - ✓ Disruptive behaviour. For example, calling out at mat time, poking their friends who are trying to listen, interrupting other children’s work/projects
 - ✓ Behaviours considered inappropriate in the preschool.
 - ✓ Not complying, not attending to or ignoring the request within 5 seconds. For example, continuing to play in the sandpit after they have been asked to come inside for lunch.
 - ✓ Avoidance or escape behaviours – such as running away or falling to the ground.

- ✓ Not starting or participating in the activity expected. *
- ✓ Displaying antisocial behaviour with peers, teachers or other adults (e.g. hitting, kicking, shouting, spitting, stomping, throwing and tantrums) and the child does not respond to the teachers request to stop within 3 seconds.

*Please be aware of any developmental delays specific children may have that are attending the centre. For some children participating or not starting an expected activity may be due their delays, rather than non-compliance

Column 5: Teacher's attention - According to the type of attention the teacher gives please circle the most appropriate coded letter. DP PP NV D X+ X

DP = Descriptive positive praise, for example *"Thank you so much for helping pack away the blocks"*

PP = Positive Praise without description – such as saying *'well done'*, or a smile, a pat on the back or thumbs up in reaction to appropriate behaviour

D = discouragements. A discouragement is a negative response to a child's behaviour. The negative response can be given by either through the tone or content of the statement. Discouragements could consist of phrases such as "You're not listening to me!", "You're always hurting other children.", "I have asked you so many times and you still have not done what I have told you.", "When are you going to behave?" A discouragement may also take form as stop request. This is a statement or action to restrict or stop what a child is doing. This is different from a standard request in that it will usually be a response to misbehaviour and may involve the use of an assertive statement. For example the teacher says sternly "Don't run inside" after the child has been running inside.

X+ = The teacher ignores the child for a reason. For example a child is crying/sulking for not getting the spade that someone else has, so the teacher is ignoring this. This is usually visible in the way the teacher reacts to the situation and their interaction with other children and comments to other teachers. For example the teacher may notice but turns away, or may quietly mention why she/he is ignoring the child to other teachers or children.

X = No response to the child's behaviour, whether it is appropriate or not. Place a line through the circle if the attention is non-contingent. This means that the attention given does not relate directly to the behaviour, positive or negative. For example, telling the child off for making noise when it was not them.

Column 6: Target Child. The target child/children's code is to be recorded here if they are part of the interaction.

5. Recording rules: In all situations start a new line when...

- The teacher being observed shifts their attention to another child.
- The teacher changes to a new compliance request, even if it is repeated.
- Attention is given without a compliance request, this can happen when a teacher reacts positively or negatively without any prior request. In these cases circle the child's behaviour and the teacher's response and place a line through columns 2 and 3.

EXAMPLES

Teacher gives compliance request to a child:

e.g. the teacher asks the child to come inside for mat time and the child complies, and the teacher says 'good boy'

.

Circle **R** in column 3

Circle **App** in column 4

Circle **PP** in column 5

If a target child is involved in this interaction indicate their code in column 6

Teacher gives more than one compliance request to a child:

e.g. the teacher asks the child to come inside for mat time by saying "can you come in for mat time please?" but the child runs away and the teacher responds with saying "Stop running away and listen." Then she gives another request to come inside, saying "Come inside for mat time." And this time the child does and the teacher gives no response

.

Circle **Q** in column 3

Circle **Inapp** in column 4

Circle **D** in column 5

Start a new line

Circle **R** in column 3

Circle **App** in column 4

Circle **X** in column 5

Teacher gives negative attention to a child, with no compliance request

e.g. a child is being inappropriate by running inside and the teacher gives a stop request “stop running inside”

Circle **D** in column 5

Circle **Inapp** in column 4

Place a line through columns 2 and 3

If a target child is involved in this interaction indicate their code in column 6

Teacher gives positive attention to a child, with no compliance request

e.g. the child is being appropriate by sitting and listening at mat time and the teacher gives descriptive praise “I love the way you’re listening”

Circle **DP** in column 5

Circle **App** in column 4

Place a line through columns 2 and 3

If a target child is involved in this interaction indicate their code in column 6

The teacher ignores the child for a reason:

Circle the X+

Record the child’s behaviour – most likely inappropriate.

If there has been a compliance request record this in column 3

If another teacher intervenes put their code in column 1, delete the line and make a short note beside it.

Additional rules:

- If there are multiple responses from the teacher to the child’s one behaviour just code the first, for example the teacher keeps praising the child for the same behaviour, or gives a lecture on how to behave.
- If a teacher responds late to behaviour and the child’s behaviour has changed place a cross through the response as the response is non-contingent. For example a child had been talking during mat time (inappropriate), then he/she chooses to be quiet and listen (appropriate), however the teacher says “Be quiet” to the child. Or in another case the praise is given late, “You have listening so well” however the child is now being inappropriate by talking during mat time.

6. Collating data

- At the end of each session ensure that the totals are added together and the separate totals sheet is completed and stapled to the front of the recording sheets.
- Go through each recording sheet and make sure all lines are completed.
- If a line has been crossed out make sure the total amount of lines are adjusted. There are 20 data lines on the recoding sheet, so if one is crossed out adjust the final line to 19.
- Store completed daily recordings in the provided folder. All data will be transferred each day to a locked filing cabinet in Joanna's office space in Wheki 301, at the University of Canterbury.

Appendix 13

Observation Sheet

Baseline/Intervention/Post (circle)					Date: / /		Session no:		Page no:			
					Start time:		Finish time:					
Ob 1	Ob 2	Ob 3	Ob 4	Teachers on the floor (codes) Circle teacher being observed					1	2	3	
Ob 5	Ob 6	Ob 7	Ob 8						4	5	6	
	Teacher	Teacher's compliance request			Childs response or behaviour		Teacher's response to compliance and non-compliance					Target child
1		R	Q	S	App	Inapp	DP	PP	D	X +	X	
2		R	Q	S	App	Inapp	DP	PP	D	X +	X	
3		R	Q	S	App	Inapp	DP	PP	D	X +	X	
4		R	Q	S	App	Inapp	DP	PP	D	X +	X	
5		R	Q	S	App	Inapp	DP	PP	D	X +	X	
6		R	Q	S	App	Inapp	DP	PP	D	X +	X	
7		R	Q	S	App	Inapp	DP	PP	D	X +	X	
8		R	Q	S	App	Inapp	DP	PP	D	X +	X	
9		R	Q	S	App	Inapp	DP	PP	D	X +	X	
10		R	Q	S	App	Inapp	DP	PP	D	X +	X	
11		R	Q	S	App	Inapp	DP	PP	D	X +	X	
12		R	Q	S	App	Inapp	DP	PP	D	X +	X	
13		R	Q	S	App	Inapp	DP	PP	D	X +	X	
14		R	Q	S	App	Inapp	DP	PP	D	X +	X	
15		R	Q	S	App	Inapp	DP	PP	D	X +	X	
16		R	Q	S	App	Inapp	DP	PP	D	X +	X	
17		R	Q	S	App	Inapp	DP	PP	D	X +	X	
18		R	Q	S	App	Inapp	DP	PP	D	X +	X	
19		R	Q	S	App	Inapp	DP	PP	D	X +	X	
20		R	Q	S	App	Inapp	DP	PP	D	X +	X	
		R	Q	S	App	Inapp	DP	PP	D	X+	X	
	Sheet Totals											
	⊗											

Notes:



Building Cooperation in Three to Five Year Old Children

Teacher Training Manual and Workbook
July 2013

Written for the Master's Thesis project titled:
*The Effects of a Brief In-Service Course on Teacher's Skill
in Building Cooperation in Three to Five Year Old Children*

Joanna Grace Phillips

Tēnā koe! Haere mai! Hello and welcome

This training programme is designed to help you develop positive classroom management strategies and to help your young students strengthen their social competence, self-regulation and cooperative skills.

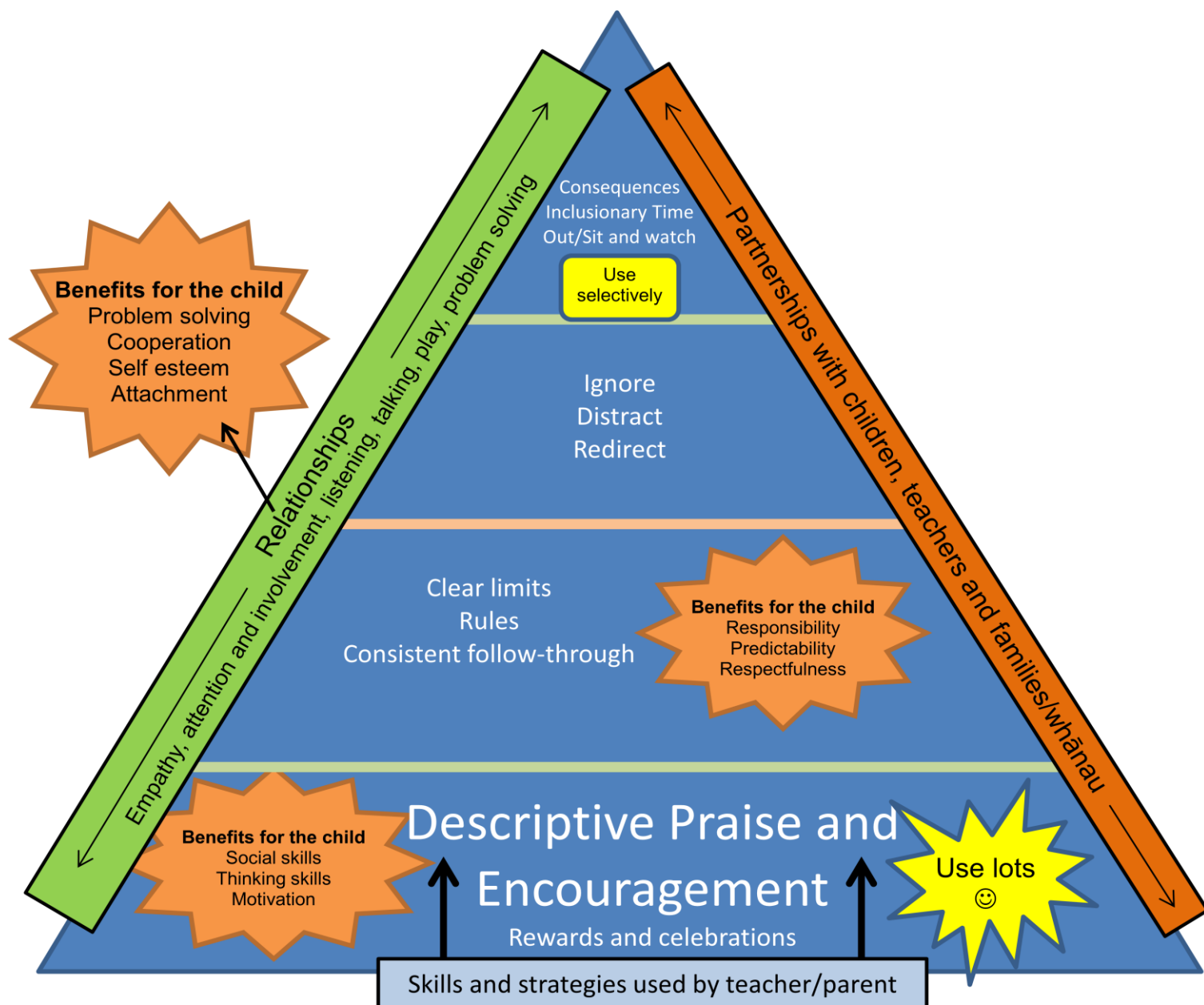
This teacher professional development programme is based on The Incredible Years Universal Teacher Classroom Management Program (IYTCM), an evidence based programme developed by Carolyn Webster-Stratton (1999). It has been adapted to suit the New Zealand Early Childhood Curriculum, Te Whāriki and the culture of New Zealand. This programme focus on the development of positive relationships between the teacher, child and their parents in order for the child to develop social skills, emotional skills and academic skills. The programme also stresses that in order for a classroom environment to be effective in assisting children with pro-social skills that teachers need to utilise a proactive teaching approach before the implementation of discipline. This is adhered to by ensuring that the classroom environment focuses more frequently on positive behaviours than on inappropriate behaviours.

It is well documented that young children with problem behaviours are at risk of developing anti-social behavioural patterns that can follow them throughout their schooling and into their adult years (Walker et al., 1996). However, with effective early intervention social adjustment issues can be avoided (Tyler-Merrick & Church, 2012). Feil, Walker, Severson, Golly, Seeley and Small (2009) remind us that...

“The preschool-age period, from 3 to 5 years old, unlike later childhood, allows a unique opportunity to dramatically affect children’s lives in positive ways,” (p. 90)

Your role as an Early Childhood Teacher plays such an important part in the life of the young children that you teach – what an incredible honour to have.





The 'New Zealand' Teaching Pyramid
(adapted from Webster-Stratton, 1999)



Building Cooperation in Three to Five Year Old Children

Session One

Part 1
Building Relationships

Part 2
Praise and Encouragement

Part 3
Being a Proactive Teacher

Session Two

Part 1
Being a Proactive Teacher - revisit

Part 2
Exploring rules, boundaries and managing misbehaviour

Part 3
Being a Proactive Teacher - Putting it all Together



Building Cooperation in Three to Five Year Old Children

Session One

Part 1 Building Relationships

How do you build relationships with children?

Brainstorm

How do you know you have built a relationship with a child?

Brainstorm

Additional ideas...

"The curriculum for early childhood emphasises the reciprocal and responsive interaction with others, both adults and peers, who can respond to children's development and changing capabilities," (Ministry of Education, 1996, p.20)

Building Positive Relationships

(adapted from Webster-Stratton, 1999
and incorporating Te Whāriki, Ministry of Education, 1996)

- ❖ Give each child a personal welcome when they arrive. Try to acknowledge each child's first language 😊
- ❖ Ask about their feelings
- ❖ Ask about life outside the preschool – *'Children's learning and development are fostered if the well-being of their family and community are supported.'* (Ministry of Education, 1996, p. 42)
- ❖ Take the time to listen
- ❖ Celebrate birthdays and special events – *'The curriculum builds on what children bring to it and makes links with everyday activities and special events of families, whānau, local communities, and cultures.'* (Ministry of Education, 1996, p. 42)
- ❖ Send positive notes home – these could be simple post-it notes or special messages to draw attention to the child's learning stories. Or call/email parents to inform them of their child's achievements and successes.
- ❖ Develop whānau/family relationships through home visits and parent and classroom meetings – this will help you understand the child's background more – *'Different cultures have different child-rearing patterns, beliefs and traditions and may place value on different knowledge, skills and attitudes... adults working with children should demonstrate an understanding of the different iwi and the meaning of whānau and whānaungatanga.'* (Ministry of Education, 1996, p. 42)
- ❖ Share something personal about yourself
- ❖ Spend time at the child's level and playing with them
- ❖ Establish positive relationships with every child and discover what hobbies or talents each child has - *'To learn and develop their potential, children must be respected and valued as individuals.'* (Ministry of Education, 1996, p. 40)



Building Cooperation in Three to Five Year Old Children

Session One

Part 2 Praise and Encouragement



Promoting Positive Behaviour



Pair yourself up with someone

Tell the person you are with what you appreciate about them

How did this make you feel to hear great things about yourself?

Why use descriptive praise ?

❖ Fullerton, Conroy and Correa (2009) have demonstrated that the use of specific praise statements have been found to be effective in encouraging cooperative behaviour in children.

❖ Teachers who provide a higher level of praise are more likely to encounter students with increased levels of social competence, emotional self-regulation and lower levels of inappropriate behaviours (Webster-Stratton, Reid & Stoolmiller, 2008)

❖ Contingent praise (descriptive praise) has also been shown to improve intrinsic motivation in children (Henderlong & Lepper, 2002; Webster-Stratton, 2012)

Key strategies in making praise effective

Strategies for managing behaviour are used not only to prevent unacceptable behaviour but also to develop ideas of fairness and justice and to introduce new social skills.’ (Ministry of Education, 1996, p.63)

‘Feedback to children on their learning and development should enhance their sense of themselves as capable people and competent learners.’ (Ministry of Education, 1996, p.30)

✓ **Be descriptive** – for example, instead of saying “good work”, use a phrase such as “Thank you so much for helping pack away the blocks, you did this so quickly – kapa!”.

This way the child understands what behaviour you expected him/her to do and that the behaviour is valued, having the potential to motivate them to do the same behaviour in the future.



Video 4 : Praise phrase

Notes:

Thinking on the spot – The praise phrase...



A useful rule to remember is that you need to give at least 4 positive responses for every negative response: 4 positives to 1 negative

Key strategies in making praise effective continued...

Remember to show enthusiasm – praise can be ineffective if it is given in a dull tone, where eye contact is not given or void of any smiles. Strategies such as slowing yourself down to give the child eye contact, a warm smile and even pat on the back increases the impact of the praise given. With children who may be inattentive, impulsive or easily distracted when delivering praise, a passing comment could be easily missed, this highlights the need for enthusiastic praise.



Video 5 : Enthusiastic vs. non-enthusiastic praise

Notes:

Focus on the learning process rather than the final product. This helps the child to remain focused on the task and strengthens their self-esteem. If the outcome is not what was intended they can still take pride in their achievements throughout the learning process.



Video 6 : Task focused praise

Notes:

The use of proximity praise – this tool can be valuable in reminding the child, who is inattentive, of the expected behaviour without drawing attention to him/her. This type of praise involves focusing on the positive behaviour of other children, while ignoring the negative behaviour of the disengaged child. For example, while asking the children to come inside for kai, 'Katie' may choose to do her 'own thing' rather than follow the teacher's directions, while Julie is following the directions. The teacher could respond with "Julie has gone straight inside for kai, great listening Julie" This comment may help Katie adjust her behaviour accordingly, and in turn the teacher can then give her praise when she follows the teachers instructions.



Video 7 : Proximity praise

Notes:

Promote child self-praise – through self-praise children are able to recognise their own achievements. This helps develop internal motivation as they look inside themselves for their own approval. You can do this through using statements that may reflect how they are feeling about their achievement. For example "You must feel so proud of yourself for joining in so well at group time." Or in a group scenario where a teacher may ask the class a question, and only one child gets to answer, the teacher could say "If you had the same answer, give yourself a pat on the back," allowing the child to feel valued, self-regulate and reinforce their own achievement.



15

Key strategies in making praise effective continued...

Do not combine praise with put downs – this can be very confusing for the child and often they will focus on the negative comment rather than the positive; making the praise ineffective.



Remember that both social and academic behaviours need to be given descriptive praise.

Sometimes teachers may praise one behaviour type more than the other. Teachers also need to be aware of children's predispositions and individual abilities, giving praise specific to their learning journeys. For example, within the preschool children may be developing social skills that underpin the development of academic skills. These skills may include listening, paying attention, cooperation, waiting, turn-taking and sharing. The encouragement of each child's unique personality will also be valuable – this could include praise for being kind, creative, imaginative, persistent, friendly, enthusiastic or patient (just to name a few). Think about the dispositions you may write in individual learning stories, and this may help you in understanding the unique personality of each child you teach 😊. Academic praise can also take the form of task focused praise – try commenting on what the child is doing during an activity with descriptive praise – for example “You drew that number 5 so well, great work”

Key strategies in making praise effective continued...

Target specific behaviour according to the child's needs – Always keep watch for learning opportunities to build on. For example you may have child who is struggling to cooperate, so you would praise the child for the beginnings in learning to cooperate. This might include listening, following instructions or waiting for a turn. Watch out for children's early attempts at new skills and use descriptive praise to build on these.



Video 8 : Targeting specific behaviour

Notes:

Remember to praise children with more challenging behaviours more often. Sometimes teachers find it difficult to praise children who are inattentive, disengaged or uncooperative due to these behaviours drawing out negative comments rather than praise. By understanding that this type of behaviour has the potential to reduce how much praise you give is key in helping you understand that a more conscious effort is needed when praising children who exhibit more challenging behaviours.



Catch them when they are good - remember you need to give at least 4 positive responses for every negative response: 4 positives to 1 negative

Remember the shy/invisible student – sometimes children may miss out on praise due to them being cooperative, shy or non-demanding. Remember to recognise their positive attributes regularly.

Key strategies in making praise effective continued...

Additional ideas...

1. Encourage children simply because you enjoy their company and they have had to do nothing to gain your praise. This shows that you appreciate them as an individual and using statements such as "It's great to see you today" can be affirming to your relationship with the child.
 2. Maintain positive expectations for all students and couple this with positive forecasting statements. For example, when encouraging cooperative play you could say "I know that you are such a helpful friend, I'm looking forward to seeing how you help Peter with his sandcastle." This is a great way to show children that you have faith in their abilities.
 3. Encourage children to praise themselves and others. When a child praises another this can be very reinforcing. Use strategies like the 'Compliment Circle' to encourage peer praise. To encourage self praise use statements such as "Wow, you have built such a great house –tell me about your work?"
1. Use non-verbal encouragement as well, such as thumbs up, a high five or a smile 😊

Remember to let parents and whānau know what positive behaviours you are encouraging at preschool and remember to share the positive moments with them.

'Care should be taken that, when children are assessed, families do not feel they are being judged. Observations and records should be part of a two-way communication that strengthens the partnership between the early childhood setting and families.' (Ministry of Education, 1996, p.30)

Make it a positive experience for all 😊



Building Cooperation in Three to Five Year Old Children

Session One

Part 3
Being a Proactive Teacher

Being a Proactive Teacher

If you want to help children gain social and emotional competence it is important for you as a teacher to be aware of how your own behaviour is impacting on their development. Following are some strategies that may assist you in strengthening children's social and emotional competence.

In class task

Over the next week choose one of the following reminder strategies to help you deliver descriptive praise to **ALL** children, especially to children with challenging behaviours or the child who may be invisible or shy.

- Place some tokens/beans/small stones in one pocket and when you praise the child put the item in the other pocket OR...
- Wear a paper bracelet and have a pen handy – each time you praise the child make a mark on the bracelet OR...
- Come up with your own idea in recording the amount of praise you give

Catch them when they are good - remember you need to give at least 4 positive responses for every negative response: 4 positives to 1 negative

In your next meeting report to the team how the reminder helped you focus on praise, how it made you feel in your own practice and if you noticed a change in the child's behaviour.

Task

Behaviour plan.

In order to strengthen particular behaviours and be more specific in your praise, it is useful to recognise the negative/inappropriate behaviours you want to reduce, then identify the opposite positive behaviours you want to increase. As a teaching team complete the behaviour plan on the following page for one of the four children you have selected. By all teachers understanding what behaviours to give descriptive praise to the impact of the praise has the potential to double 😊

Behaviour Plan for: _____

Negative classroom behaviour to reduce	Desired positive opposite behaviours to increase	Proactive and relationship strategies	Praise and encouragement – useful phrases

Extra tips for being a proactive teacher...

Positive reminders are particularly useful for impulsive or distractible students

Ensure that within your planning for your daily programme that you provide activities that enable you to interact and give genuine descriptive praise.



Building Cooperation in Three to Five Year Old Children

Session Two

Part 1
Being a Proactive Teacher - revisit

In class task

How did the reminder strategies work for you in helping you deliver praise to children with challenging behaviours or the child who may be invisible or shy?

How did it help you focus on praise?

How did it make you feel in your own practice?

Did you notice a change in the child's behaviour?

Catch them when they are good - remember you need to give at least 4 positive responses for every negative response: 4 positives to 1 negative

How did you go with this rule?

Task

Behaviour plan.

Revisit the behaviour plan you wrote up last week.

Discuss your success in encouraging cooperative behaviour.

Discuss any challenges you may have had and as a team come up with additional strategies.



Building Cooperation in Three to Five Year Old Children

Session Two

Part 2

Exploring social rules, boundaries and managing misbehaviour

What are the actual rules for your preschool at the moment?

Brainstorm

Te Whāriki, Strand 2, Goal 4: *‘Children and their families experience an environment where they know the limits and boundaries of acceptable behaviour...children develop...the capacity to discuss and negotiate rules, rights and fairness.’* (Ministry of Education, 1996, p.62)

In order for children to be cooperative they need to know what is expected of them, therefore it is important to have a clear set of rules. In the early childhood setting you need to limit the set to 3 or 4 rules, and state these in positive terms. For example, ‘use your gentle hands’ would be more appropriate than the negative rule of ‘Don’t hit’. These rules also need to be observable behaviours in order for them to be clear. Remember that rules are there to tell the child what they should be doing. For example, ‘put up a quiet hand to ask a question’ is more clear than ‘be respectful’.

Brainstorm

What do you currently do when a child...



Video 1 : Planned ignoring

Notes:

Additional ideas...

Tools for ... Managing Misbehaviour: Planned Ignoring and Redirecting

Remember to be consistent – not just yourself but the whole teaching team. It is also important to communicate with families/whānau what strategies you have put in place for their child/children.

Redirecting

Ensure that all teachers agree on what inappropriate behaviours are to be gently redirected.

Make sure you use one of the child's preferred activities to redirect the child to.

State the inappropriate behaviour when redirecting and remember to ***follow-up with descriptive praise when the child is playing/participating appropriately***

Planned ignoring

In order for planned ignoring to be effective the whole teaching team needs to know and agree as to what specific, low-level, attention seeking, behaviours that will be ignored, for example tantrums or sulking.

Ensure that the inappropriate behaviour being targeted can actually be ignored.

When using planned ignoring use no eye contact and avoid discussion with the child.

Slightly move away from the child, staying in proximity.

Teach other children to ignore minor inappropriate behaviour as well.

In some instances when ignoring inappropriate behaviour it can get worse before it gets better – but stay consistent and persevere.

Very important – as soon as the inappropriate behaviour stops return your attention to the child, and remember to ***follow-up with descriptive praise when the child is playing/participating appropriately*** (remember the rule from before – 4 positives for every negative).

Negative Consequences



Video 2 : Natural/logical consequences

Notes:

Though you may make every effort as a teacher to ignore or redirect misbehaviour and promote positive behaviour sometimes there are times when children will continue with inappropriate behaviour. In this case negative consequences need to be used. Negative consequences need to be consistent, applied promptly after the inappropriate behaviour occurs, be convenient, age appropriate, be related to the behaviour, and be given in a respectful but firm and straightforward way. Transition the child back into the activity (or if needed redirect them) and remember to ***follow-up with descriptive praise when the child is playing/participating appropriately***

Natural/logical consequences

Brainstorm

Sit and Watch



Brainstorm

Sit and watch

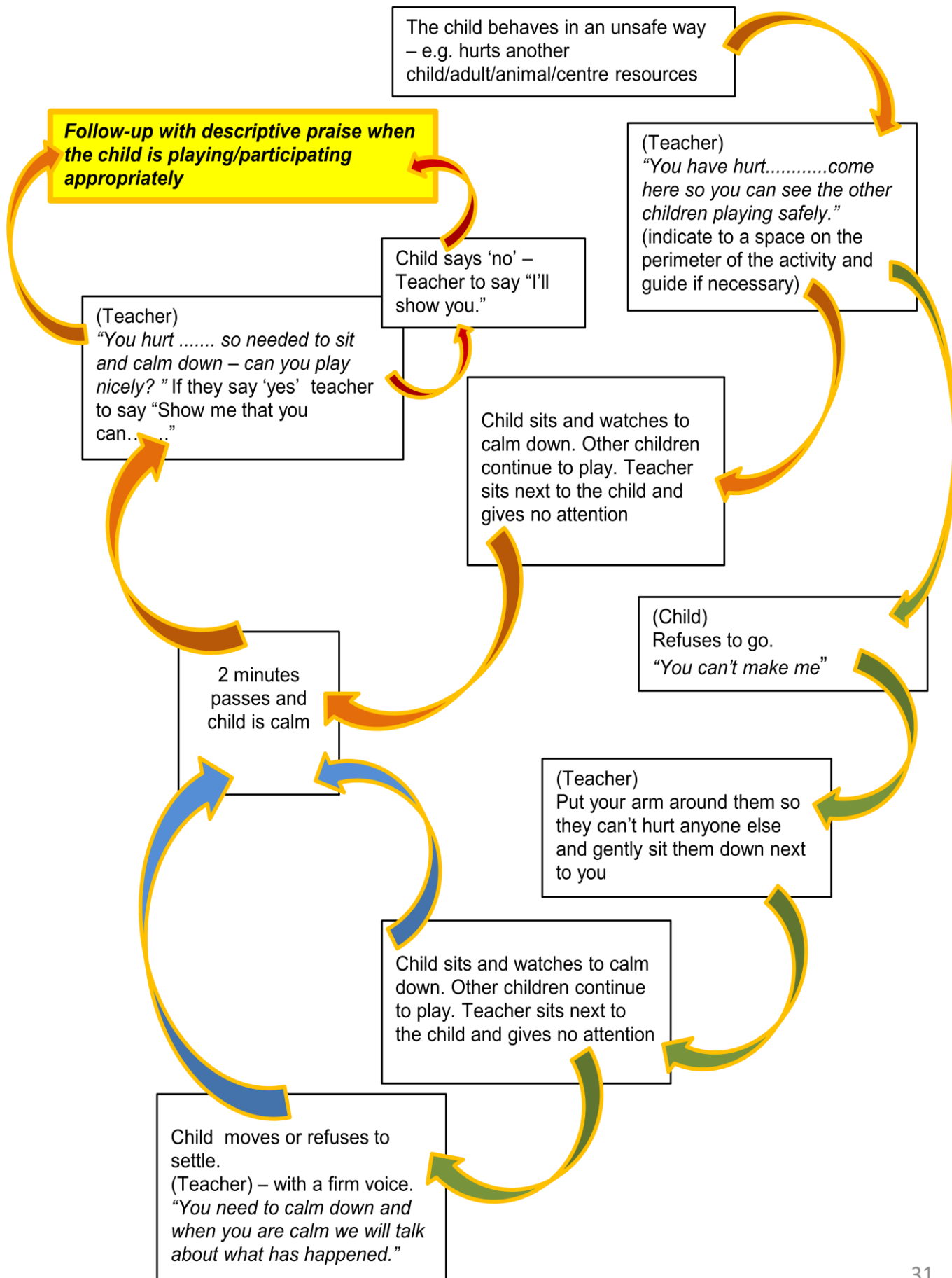
Role play...

After going through the Sit and Watch Strategy we will take turns to practice the strategy with each other. It is so important that the whole teaching team is consistent with this strategy – you all need to do it the same as each other.



Activity

Sit and Watch Strategy – only use as a last resort. Remember that from the very beginning you must give the child your full attention and make sure that the ‘float’ teacher is there to support the other children so you can do this.





Building Cooperation in Three to Five Year Old Children

Session Two

Part 3
Being a Proactive Teacher - Putting it all Together

Steps for encouraging cooperative behaviour

Cut out each box and place in the right order...

Remember: choose the lowest, least intrusive steps first and that the foundation for encouraging cooperation in children is giving attention/praise/encouragement for the behaviour you want to see.

Step __: Communicate the preschools rules and limits with all children and family/whānau

Step __: Give descriptive praise as soon as you see appropriate behaviour

Step __ remember to follow-up with descriptive praise when the child is playing/participating appropriately :

Step __: Use natural/logical consequences

Step __: When needed redirect children to their preferred activities, offering them a choice.

Step __: Use the Sit and Watch Strategy for aggressive inappropriate behaviour

Step __ : Develop relationships with children and their family whānau

Step __: Ignore non specific, low-level, attention seeking behaviours

Behaviour plans

Ensure your behaviour plans are where all teachers (including relievers and students) can see – consistency is so important and by all teachers understanding what behaviours to give descriptive praise to, the impact of the praise has the potential to double.



Catch them when they are good - remember you need to give at least 4 positive responses for every negative response:
4 positives to 1 negative.

Communicate with family/whānau your behaviour strategies

Continue to use your reminder strategies for increasing **descriptive praise with ALL children** at the preschool. Descriptive praise takes a great amount of practice and your efforts will be rewarded in seeing the children that you work alongside developing stronger social, emotional and academic competence.

Remember that every moment has the potential for you to offer descriptive praise – this includes centre activities, care moments (toileting etc), daily routines (kai time etc), and even when you are cleaning or setting up new activities. Though you may be busy getting things ready remember to be aware of the children around you and 'catch them when they are good'.

And finally, remember to encourage each other on this new learning journey, and as you give children praise do the same for your colleagues.

Nāu te rourou, nāku te rourou, ka ora te iwi.

With your food basket and my food basket, everyone will have enough.

As you continue on this journey do it in partnership with each other and draw on each others strengths.

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